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EC 032 736

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| SPONS AGENCY | Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. |
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ABSTRACT

The bibliography, one in a series of over 50 similar listings related to handicapped and gifted children, contains 89 references selected from Exceptional Child Education Abstracts dealing with programs for the aurally handicapped. Bibliographic data, availability information, indexing and retrieval descriptors, and abstracts are given for all entries, which include texts, journal articles, program and curriculum guides, and other literature. Subject and author indexes are provided. (KW)

EC032736

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# AURALLY HANDICAPPED—PROGRAMS

## A Selective Bibliography

February 1971

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OFFICE OF EDUCATION
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CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

EC 032 736

This bibliography is a product of the Information Processing Unit, CEC-ERIC Information Center on Exceptional Children.

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With a grant from the US Office of Education, the CEC Information Center was established at The Council for Exceptional Children to serve as a comprehensive source of information on research, instructional materials, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. The Center functions as the Clearinghouse on Exceptional Children in the Educational Resources Information Centers (ERIC) program and also as a member center in the Instructional Materials Centers Network for Handicapped Children and Youth (IMCNHCY). In addition, the CEC Center's program includes a commitment to a concentrated effort towards the development of products which will interpret research results into educational methods and practices.

## How to Use This Bibliography

The abstracts in this bibliography have been retrieved from the computer stored information of the CEC Information Center on Exceptional Children. Abstracts represent the Center's complete holdings on the topic as of the date indicated.

### How to Read the Abstract

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### How to Use the Indexes

Some bibliographies in *Exceptional Children Bibliography Series* contain author and/or subject indexes. In these bibliographies, readers seeking work on a specific aspect of the general topic may consult the subject index to be referred to specific abstract numbers. Abstracts dealing with several topics may be identified by finding the same abstract number under two or more subjects in the subject index.

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EC032736

### ABSTRACT 10023

EC 01 0023 ED 010 920
Publ Date 66 39p.
Quill, Leonora A.; Glenz, Grace A.
**Guidelines for Teachers, Plans for Development of Expressive Connected Language Concepts and Specific Achievements for Children Who Have Impaired Hearing.**
Champaign Community Unit 4 Schools, Illinois
EDRS mf,hc

Descriptors: exceptional child education; language; curriculum; aurally handicapped; speech education; language handicaps; expressive language; structural analysis; language development; language instruction; program guides; deaf; curriculum guides

A program for developing the faculties of deaf children through language training is described in this guide. This curriculum attempts to ensure sequential learning for deaf students as well as to provide teachers with an overall picture of the development of language. Materials are arranged according to eight levels. A linguistic approach to the learning of language is outlined. Principles of learning language are stated concisely and the 3-fold obligation that the teacher has in using the curriculum is delineated. The achievements in expressive language at each of the levels are presented by charts which detail activities and concepts. A bibliography of 34 items is included. (DF)

### ABSTRACT 10079

EC 01 0079 ED 011 730
Publ. Date 66
Fellendorf, George W., Ed.
**Bibliography on Deafness, a Selected Index.**
Alexander Graham Bell Assn. For The Deaf, Inc., Washington, D. C.
American Annals Of The Deaf, 1966.
EDRS not available

Descriptors: exceptional child education; aurally handicapped; bibliographies; deaf; hard of hearing; aphasia; arithmetic; audiology; auditory training; deaf blind; day schools; hearing aids; language; manual communication; multiply handicapped; music; art; parents; preschool children; psychology; reading; religion; science education; social studies; speech; lipreading; teacher education; instructional materials; vocational education; vocational rehabilitation; American Annals of the Deaf; District of Columbia; Volta Review

Approximately 3,200 references are listed by author and grouped according to subject. All references are articles from The Volta Review, 1899 to 1965, or The American Annals of the Deaf, 1847 to 1965. An author index is included. This document is available from the Alexander Graham Bell Association for the Deaf, Inc., the Volta Bureau, Washington, D.C., for $3.50 (paperback) and $10.00 (cloth). (HK)

### ABSTRACT 10084

EC 01 0084 ED 015 568
Publ. Date 63
Harris, Grace M.
**Language for the Preschool Deaf Child.**
EDRS not available

Descriptors: exceptional child education; aurally handicapped; language; preschool children; deaf; teaching guides; language development; language instruction; responsibility; learning activities; lesson plans; lipreading; parent child relationship; parent education; parent responsibility; reading readiness; records (forms); sensory experience; nursery schools; auditory training; children; community; speech instruction; adjustment (to environment)

Written for both parents and teachers, this book presents concrete suggestions regarding the adjustment of the deaf child and his family to the community in which they live. Speech, speech reading, auditory training, reading readiness, and other developmental activities are discussed in relation to language development. Fundamental language training and activities for language development are described. There are 115 specific lesson plans covering the above categories. The last section presents information for organizing a nursery school for hearing-impaired children. The physical facilities, staff, equipment, supplies, teaching materials, and record forms are described. A bibliography of 223 references is included. This document was published by Grune and Stratton, 381 Park Avenue South, New York, New York 10016, and is available for $7.25. (EB)

### ABSTRACT 10128

EC 01 0128 ED 016 343
Publ. Date 67
Griffiths, Ciwa
**Conquering Childhood Deafness, a New Technique for Overcoming Hearing Problems in Infants and Children.**
EDRS not available

Descriptors: exceptional child research; preschool children; aurally handicapped; teaching methods; deaf; children; infants; hearing aids; aural stimuli; auditory training; auditory evaluation; auditory tests; HEAR Foundation; Hearing Education Through Auditory Research Foundtion

A technique for overcoming hearing problems in infants and children is described in this book which also reports on 10 years of HEAR (Hearing Education through Auditory Research) Foundation achievements. Any child is eligible for audiometric evaluation and/or therapy at the Foundation, which routinely fits children with binaural aids. Explanations are given for auditory procedures, techniques for auditory training and screening of infants, and the fitting of the binaural aids--two separate units with microphones, power controls, and receivers. The HEAR training unit 1a, which can supply an amount of sound equivalent to the amount of loss in any frequency range, is described. The importance of the early use of amplified sound is stressed. A study of 42 infants, from age 30 days to 33 weeks, who were fitted with binaural aids as soon as a hearing loss was discovered, is reported. Aids were worn all day and therapy ranged from 6 weeks to more than 1 year. Of the infants, 74 percent became normally responsive. Theories for the change in hearing level are presented. All 42 infant case studies are briefly discussed. The appendixes include photographs of hard of hearing children, a description of the Hearometer used for screening, and tables containing details of the infant study. This document is available from Exposition Press, Inc., 386 Park Avenue South, New York, New York 10016 for $5.00. (GD)

### ABSTRACT 10171

EC 01 0171 ED 026 320
Publ. Date 67
Dale, D. M. C.
**Deaf Children at Home and at School.**
EDRS not available

Descriptors: exceptional child education; aurally handicapped; teaching methods; deaf; children; parent teacher cooperation; pathology; etiology; parent school relationship; regional planning; reading; learning activities; child rearing; family life; intelligence tests; audiometric tests; language development; social adjustment; lipreading; language instruction; speech instruction; hearing aids; auditory training; records (forms); regular class placement; adults

Written as an introductory text for people who care for children with defective hearing, the book discusses factors found to be helpful in the educational and social treatment of deaf children. After some basic information about deafness is provided, the young child and his family, cooperation between home and school, regional services for deaf children, and deaf children in ordinary schools are considered. Also treated are language development in the young child, the development of language in school, the teaching of reading, and speech teaching. Materials on school records and on deaf adults are included. Appendixes cover social advice, idiom, vocabulary, lipreading, and language activities. A conclusion and a 96-item bibliography are given. This document is available from Charles C Thomas, 301-327 East Lawrence Aveue, Springfield, Illinois 62703. (JD)

### ABSTRACT 10247

EC 01 0247 ED 018 047
Publ. Date 66 170p.
Stepp, Robert E.
**Systems Approach in Deaf Education, Symposium on Research and Utilization of Educational Media for Teaching the Deaf (Lincoln, Nebraska, April 4-6, 1966).**
Nebraska Univ., Lincoln, Teachers Coll.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; teaching

methods; deaf; instructional technology; systems concepts; language arts; overhead projectors; instructional films; books; visual learning; auditory perception; teaching techniques; instructional media; media research; films; aural learning; hearing aids; instructional materials

Proceedings from the 1966 Symposium on Research and Utilization of Educational Media for Teaching the Deaf include keynote addresses and discussion papers. A summary of the conference's activities and purposes is followed by Robert Heinich's explanation of Application of Systems Concepts to Instruction. Discussion papers on instructional subsystems (projected materials, printed materials, and electronic resources) include Synthesizing Language Art Skills with the Overhead Projector by Alice A. Kent, 8mm Film and the Education of Handicapped Children by Joan Rosengren Forsdale, The Learner and the Printed Page--The Place of Graphics in a Learning System by Adrian B. Sanford, The Auditory Channel in the Education of Deaf Children by Robert Frisina, and a Rationale for Decision--Selecting the Right Tool for the Job by Robert M. Diamond. S.N. Postlethwait's description of A Multi-Faceted Approach to Teaching is followed by Robert J. Schmitt's discussion paper on A Multi-Media Approach in the Classroom for the Deaf. Harriet Green Kopp's analysis of Applications of Systems Concept to Teaching the Deaf is included and a symposium discussion summary is provided by Marie Focht. Biographic information precedes each paper or address. Bibliographies and figures are sometimes given. Appendixes present the conference program and the roster of its participants. Explanations of the Library Survey Project and the Educational Research Information Center are appended. This document is the American Annals of the Deaf, Volume 111, Number 5, pages 596-703, November 1966. (JD)

## ABSTRACT 10275

EC 01 0275 ED 017 080
Publ. Date 63 56p.
**Clarke School for the Deaf, Lower School Five Year Curriculum Guide.**
Clarke School For The Deaf, Northampton, Massachusetts
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; curriculum; deaf; curriculum guides; speech curriculum; children; elementary grades; Clarke School for the Deaf

This guide presents specific activities and suggested materials for five levels of ability. Areas included are sense training, lipreading, speech, reading, religious education, and writing and language. Word lists, poems, stories, and drill activities are provided. The levels increase in complexity from the first to fifth years. The appendix has consonant, vowel, and pronoun charts as well as outlines for verbs and 49 sample stories for drill. (MK)

## ABSTRACT 10392

EC 01 0392 ED 014 828
Publ. Date 63
Hart, Beatrice Ostern
**Teaching Reading to Deaf Children. The Lexington School for the Deaf Education Series, Book, IV.**
Lexington Sch. For Deaf, New York, N. Y.
Alexander Graham Bell Assn. For The Deaf, Washington, D. C.
EDRS not available

Descriptors: exceptional child education; reading; teaching methods; aurally handicapped; deaf; reading instruction; reading programs; instructional materials; adolescents; beginning reading; children; developmental reading; functional reading; learning activities; preschool children; preschool education; reading development; reading materials; teaching guides; teaching procedures; Lexington School for the Deaf

The Lexington School for the Deaf Educational Series consists of a collection of monographs, representing the thinking of skilled teachers in a particular subject area. This monograph presents teachers of the deaf with a developmental program for teaching reading. The philosophy of this program is explained, and various techniques for motivation and evaluation are discussed. The use of instructional materials, and an organized sequence of reading experiences are explained. The book defines developmental levels (flexible to allow for uneven progress of deaf children) for teaching reading and explores methods for attaining different goals at each age level. On the preschool level, satisfying experience with language is discussed. Various techniques for improving memory, classification and generalization skills, visual discrimination, and visual-motor skills are presented. For the primary level (grades 1 and 2, ages 6 to 9) the following skills are discussed--sight vocabulary, word recognition, reading in thought units, beginning use of the dictionary, interest in stories, and dramatic play. For the intermediate level (grades 3 to 5, ages 9 to 12) independent reading and selection of reading materials is discussed. The objectives presented for the advanced level (ages 12 to 17) are development of study skills, critical reading, and appreciation of literature. Each section contains examples of instructional materials. A 76-item bibliography of books, pamphlets, manuals, and workbooks is included. (JB)

## ABSTRACT 10397

EC 01 0397 ED 013 521
Publ. Date 64
Ewing, Alexander; Ewing, Ethel C.
**Teaching Deaf Children to Talk.**
EDRS not available

Descriptors: exceptional child education; language; aurally handicapped; speech instruction; hearing aids; lipreading; speech; audition (physiology); children; deaf; hard of hearing; learning readiness; parent counseling; parent role; speech evaluation; teaching guides; speech pathology; verbal development

Designed as a text for audiologists and teachers of hearing impaired children, this book presents basic information about spoken language, hearing, and lipreading. Methods and results of evaluating spoken language of aurally handicapped children without using reading or writing are reported. Various types of individual and group hearing aids are explained. Principles and methods are suggested for the guidance of parents of aurally handicapped children. Guidelines for the classroom speech instruction of (1) children under 5 years of age and (2) children aged 5 to 8 are discussed. Initial stages of speech development for the aurally handicapped and methods designed to produce speech and articulation readiness are treated. Information about the sound patterns of speech (acoustic phonetics) and production of sound by speech organs (motor phonetics) is presented for vowels and consonants. Reference lists contain 87 citations. This document was published by the Volta Bureau, Washington, D.C., and is available for $6.95. (HK)

## ABSTRACT 10418

EC 01 0418 ED 013 014
Publ. Date 19 May 67
Oyer, Herbert J.
**Auditory Communication for the Hard of Hearing.**
EDRS not available

Descriptors: exceptional child education; aurally handicapped; auditory training; hard of hearing; equipment; instructional materials; speech development; adjustment (to environment); auditory perception; language development; curriculum evaluation; listening skills; group instruction; individual instruction; multiply handicapped; lipreading; speech therapy

Designed for students and practicing speech pathologists and audiologists, this book discusses the history of auditory training, problems associated with hearing loss, the development of oral language, basic concepts of auditory perception, and specific aspects of auditory training. Such aspects include (1) factors relating to auditory training, (2) the interrelationship of language, auditory training, lip reading, speech therapy, and other modalities, (3) auditory training equipment, and (4) the relative merits associated with group and individual auditory training sessions. Problems involved in auditory training with multiply handicapped individuals are discussed. Included is a review of recorded and printed auditory training materials as well as suggestions for evaluating the effectiveness of auditory training. This document was published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey, and is available for $5.50. (EB)

## ABSTRACT 10451

EC 01 0451 ED 014 188
Publ. Date 65 154p.
**Education of the Deaf, a Report to the Secretary of Health, Education,**

**and Welfare by His Advisory Committee on the Education of the Deaf.**
Department Of Health, Education, And Welfare, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; educational needs; deaf; adolescents; adults; children; college programs; educational programs; elementary education; federal programs; post secondary education; preschool programs; research; secondary education; teacher education; Gallaudet College; Advisory Committee on the Education of the Deaf

In an effort to define problems which confront deaf individuals and those who are responsible for their education and development, an advisory committee was appointed in March 1964 by the Secretary of Health, Education, and Welfare. In this report the committee presents considerations and recommendations on the following subjects--(1) preschool, elementary, and secondary education, (2) selection of educational programs for deaf persons, (3) post-high school programs for the deaf, (4) Gallaudet College, (5) federal programs, and (6) research relevant to deaf education. In addition, tables and charts to clarify the statistics are presented. The appendixes to the study include historical background of deaf education, a discussion of deaf education in five european countries, and selected data submitted by schools and classes for the deaf. (EB)

## ABSTRACT 10496

EC 01 0496 ED 015 607
Publ. Date Mar 67 53p.
**Standards for Library-Media Centers in Schools for the Deaf, a Handbook for the Development of Library-Media Programs.**
American Instructors Of The Deaf, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; instructional materials; instructional materials centers; libraries; library standards; deaf; school libraries; audiovisual centers; library equipment; library expenditures; library facilities; library materials; library services; personnel; professional training; special schools

Phase 1 of two projects on library services for the deaf was a survey of the status of library services in schools for the deaf. This report, phase 2, presents the results of the development and adoptions of library-media standards. A library-- development and adoptions of library-media standards. A library-media center is defined as a collection of any materials for study and enjoyment, such as books, films, and records. Program principles, guidelines, and priorities are discussed as are personnel qualifications and preparation. The quantitative and qualitative aspects of the printed and audiovisual collections in library-media centers are presented. Quarters and equipment specifications are suggested for various locations. Annual expenditures for educational materials are recommended. This does not include textbooks, workbooks, equipment or supplies. Members of the standards committee are listed. (RS)

## ABSTRACT 10537

EC 01 0537 ED 022 313
Publ. Date 68 34p.
**Competencies Needed by Teachers of Hearing Impaired Children: Deaf and Hard of Hearing.**
American Organization For Education Of The Hearing Impaired, Washington, D. C.
EDRS mf,hc
Volta Bureau, 1537 35th Street, N. W., Washington, D. C. 20007 ($1.50).

Descriptors: exceptional child education; aurally handicapped; professional education; standards; hard of hearing; deaf; teacher education; teacher qualifications; teacher characteristics; psychological tests; speech; language development; family school relationship; social adjustment; auditory perception; curriculum

Prepared by two committees of the American Organization for Education of the Hearing Impaired, the pamphlet provides a guide for formulating standards of professional training for teachers of hearing impaired children. Competencies needed by teachers of the deaf are defined in the areas of communication (speech, hearing, language, lipreading, visual perception), curricular adaptation, psychological tests and measurements, social adjustments, home-school relations, and philosophy of education. For teachers of the hard of hearing, competencies explained include personal characteristics of the teacher, knowledge of auditory comprehension, speechreading, speech, language development, other special knowledge, and essential abilities. Seven recent publications on the preparation of teachers of the hearing impaired are cited. (JB)

## ABSTRACT 10538

EC 01 0538 ED 021 388
Publ. Date 67 46p.
**The Very Young Hearing-Impaired Child.**
Alexander Graham Bell Association For The Deaf, Inc., Washington, D. C.;
World Federation Of The Deaf, Rome, Italy
EDRS mf,hc
Selected Papers From The Congress Of The World Federation Of The Deaf (5th, Warsaw, August 13-17, 1967).

Descriptors: exceptional child education; aurally handicapped; preschool children; language; teaching methods; deaf; individual characteristics; language development; infants; rehabilitation; home instruction; audiologists; speech; parent participation; research projects; World Federation of the Deaf

Five conference papers are presented on deaf preschool children and infants: The Very Young Hearing-Impaired Child by G.M. (arris of Canada; The Organisation and Methods of Educational Work for Deaf Children at the Preschool Age by K. Lundstrom of Sweden; Speech Formation in the Young Deaf Child by B. Wierzchowska and R. Szymanska of Poland; Receptive Language Development in the Deaf Infant, Language Behavior of the 10-24 Month Old Deaf Infant by A.M. Mulholland of Columbia University in New York; and Possibilities of Early Rehabilitation of the Small Deaf Child in Its Home Environment and with the Guidance of the Iaudiologic-Rehabilitation Centre by R. Szymanska and Z. Pawlowski of Poland. (JD)

## ABSTRACT 10578

EC 01 0578 ED 022 284
Publ. Date 16 Oct 67 328p.
McConnell, Freeman, Ed.; Ward, Paul H., Ed.
**Deafness in Childhood.**
Children's Bureau (DHEW), Washington, D. C.;
Tennessee Hearing And Speech Foundation, Nashville
EDRS not available
Vanderbilt University Press, Nashville, Tennessee 37203 ($6.95).
Papers Presented At The National Symposium On Deafness In Childhood (Vanderbilt University, Nashville, Tennessee, May 5-6, 1966).

Descriptors: exceptional child research; aurally handicapped; medical evaluation; clinical diagnosis; etiology; pathology; infants; children; auditory evaluation; medical treatment; medical research; learning; visual learning; educational programs; mental development; educational diagnosis; audition (physiology); conference reports; educational needs

Twenty papers from the National Symposium on Deafness in Childhood held in May 1966 cover the fields of otology, audiology, and education of the deaf. An introductory lecture traces the history of deafness in children. The section on diagnosis discusses the testing of hearing in infancy and early childhood, pediatric evaluation, the otologist's responsibility, electrophysiologic evaluation, and psychoeducational evaluation. Five papers on pathology describe sensorineural deafness of genetic origin, acquired viral endolabyrinthitis, the effect of prenatal rubella, congenital deafness of inflammatory origin, and iatrogenic toxic deafness. The section on medical treatment and research includes the genetics of childhood deafness, surgical treatment, auditory lesions resulting from Rh incompatibility, and audiologic tests. The last section, on audiologic and educational treatment and research, discusses recent trends in deaf education, psychoeducational management, learning with visual and audiovisual presentations, and early life deafness. An epilogue on Hamlet focusing on King Hamlet's death by poison poured into his ear concludes the book. Each section of the book is followed by a general discussion, and each chapter by a reference list. Photographs, figures, and tables are in-

cluded; and the program committee and speakers are listed. (GD)

### ABSTRACT 10608

EC 01 0608 ED N.A.
Publ. Date Nov 65 112p.
**Symposium on Research and Utilization of Educational Media for Teaching the Hearing Impaired (Lincoln, Nebraska, May 23-25, 1965).**
Nebraska Center For Continuing Education, Lincoln;
Nebraska University, Lincoln, University Extension Division
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf
EDRS not available
American Annals Of The Deaf; V110 N5 P508-620 Nov 1965
Reprint From American Annals Of The Deaf, Volume 110, Number 5, Pages 508-620, November 1965.

Descriptors: exceptional child education; aurally handicapped; audiovisual instruction; teaching methods; instructional materials; deaf; media research; learning theories; lipreading; auditory training; reading instruction; language instruction; programed instruction; discrimination learning; computer science education; educational television; instructional films; problem solving; adjustment (to environment)

The proceedings include 13 papers concerned with educational media for the hearing impaired. The following topics are treated: implications of learning theory for the hearing impaired, the use of audiovisual techniques in lipreading, an auditory training program for young deaf children, a research basis for reading instruction, and Project LIFE (Language Improvement to Facilitate Education of hearing impaired children). Also covered are programed discrimination training for lipreaders, teaching punch card operators, television production criteria, problems in audiovisual education, demonstrations of 8mm film projects, language instruction, use of new media and techniques, and hearing problem solving (the Responsive Environments Project). (SN)

### ABSTRACT 10646

EC 01 0646 ED 022 297
Publ. Date Mar 68 62p.
Lederer, Joseph
**A Follow-Up Report on: Language and Education of the Deaf; Policy Study 1.**
Center For Urban Education, New York, New York
EDRS mf,hc

Descriptors: exceptional child research; aurally handicapped; teaching methods; language; communication (thought transfer); language development; oral communication; children; followup studies; finger spelling; sign language; language ability; language handicaps; deaf

Repercussions of Language and Education of the Deaf, by Herbert R. Kohl, are examined as a followup. The original study described the education and achievement of profoundly deaf individuals in America, presented a critique of the literature that had grown around the problems of the deaf, and focused on the relative failure of deaf education. Kohl's recommendation that sign language be taught in the schools with oral language as the second language caused a controversy. Contrasting responses from the manualists (favorable) and the oralists (unfavorable) are examined, and the support of Gallaudet College and deaf adults is reported. The range of dissemination of the report at the grass roots and national level is indicated, and includes magazines, newspapers, and TV coverage, quotations from deaf specialists and educators, changes in attitudes toward sign language by adults and others in this country and overseas. Projects in development which support Kohl's viewpoint are described. Twenty-eight notes accompany the report; the appendix contains the Kohl study. (SN)

### ABSTRACT 10928

EC 01 0928 ED 026 772
Publ. Date Oct 67 14p.
Luterman, David M.
**A Parent-Centered Nursery Program for Preschool Deaf Children. Interim Report.**
Emerson College, Boston, Massachusetts
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-1-6-062069-1591
BR-6-2069

Descriptors: exceptional child research; aurally handicapped; parent education; preschool children; parent participation; hearing therapy; language development; deaf; group discussion; tutoring; behavior change; parent attitudes; speech instruction; staff orientation; evaluation needs; counseling instructional programs; Tracy Correspondence Course

To try to produce more capable deaf children through early parental education, eight families participated in a 2-semester program. Parents observed the children, age 18 months to 3 1/2 years, receiving language stimulation in free play in a nursery and observed individual therapy based on the Tracy Correspondence Course. Non-directive group meetings encouraged parents to find their own solutions to problems. Therapists met with parents to discuss the goals and techniques of therapy; parents administered therapy first to another child and then to their own. Lecture type and fathers only meetings were also held. Evaluation of program success based on staff observations indicated growth and change in all of the children and in many parents. Almost all children were lipreading, using speech meaningfully, and performing better in social and play situations. Parents seemed to be helped in resolving their intitial confusion, in getting the problem of having a deaf child into perspective, in recognizing that the child was primarily language handicapped, and in appreciating the job of the therapist. (RP)

### ABSTRACT 10948

EC 01 0948 ED 026 792
Publ. Date 68 261p.
**Designing Instructional Facilities for Teaching the Deaf: The Learning Module; Symposium on Research and Utilization of Educational Media for Teaching the Deaf (4th, Lincoln, Nebraska, February 5-7, 1968).**
Nebraska University, Lincoln, Department Of Educational Administration;
Midwest Regional Media Center For The Deaf, Lincoln, Nebraska
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc
OEC-3-7-000199-0199(019)

Descriptors: exceptional child education; aurally handicapped; facilities; audiovisual instruction; deaf; instructional technology; acoustics; educational facilities; design needs; architectural programing; facility requirements; lighting; school planning; classroom furniture; multimedia instruction; classroom design; educational specifications; environmental design

Eleven conference papers treat designing learning modules, or complete instructional facilities, for the deaf. The following aspects are considered: the changing classroom, a multimedia approach to teaching American history, a project design for a special school, and educational implications of architecture for the deaf. Further topics are acoustical design of classrooms for the deaf, the use of amplification in educating deaf children, furnishings in the workshop classroom, and lighting in the learning module. Creating environments for learning, providing through architecture for social needs, and planning the deaf child's complete formal education are also discussed; a report from Captioned Films for the Deaf, conference and discussion summaries, foreword, and introduction are provided. Appended are the program and roster of participants. (JD)

### ABSTRACT 11069

EC 01 1069 ED N.A.
Publ. Date 57 345p.
Ewing, A. W. G., Ed.
**Educational Guidance and the Deaf Child.**
EDRS not available
Volta Review, 1537 35th Street, N. W., Washington, D. C. 20007 ($7.00).

Descriptors: exceptional child research; aurally handicapped; identification; child development; tests; auditory training; mental development; home instruction; hearing aids; school construction; auditory evaluation; screening tests; clinical diagnosis; infants; children; parent counseling; ability tests

Seventeen papers present research on educational guidance and the deaf child. Research on the deaf child in infancy

and early childhood treats children with impaired hearing, screening tests and guidance clinics for babies and young children, mental development of young deaf children, and home training (guidance for parents and use of hearing aids). Studies on children of school age consider screening tests of hearing in primary schools, use of hearing aids, design and construction of schools for the deaf, tests of abilities and attainments, and speech audiometry for children. A survey of abilities of children aged 12 years in schools for the deaf is appended; 105 references are cited. (SN)

### ABSTRACT 11071

EC 01 1071 ED 024 174
Publ. Date 67 163p.
**Education of the Deaf; The Challenge and the Charge. A Report of the National Conference on Education of the Deaf (Colorado Springs, Colorado, April 12-15, 1967).**
Department Of Health, Education, And Welfare, Washington, D. C.
EDRS mf
Superintendent Of Documents, U. S. Government Printing Office, Washington, D. C. 20402 ($0.75).

Descriptors: exceptional child education; aurally handicapped; program planning; educational needs; language handicapped; speech handicapped; multiply handicapped; legislation; deaf; special services; educational problems; emotional problems; psychological needs; communication problems; research needs; medical treatment; mental health; child development; financial support; etiology

Conference keynote addresses present the views of a non-professional on deaf education, a plea for a global approach to the child with auditory problems, a psychiatric approach to the problems of deaf children, and legislation affecting deaf education. Discussions and recommendations are summarized concerning the medical-psychological, management-education, and government-finance areas for four age groups: 0 to 5, 6 to 16, 17 to 21, and 22-plus years. An introduction and summary and impressions are provided; conference organization and participants are listed. (JD)

### ABSTRACT 11116

EC 01 1116 ED 028 565
Publ. Date Jan 68 52p.
Goforth, E. Jack
**Suggestions and Guidelines for Development of Television Facilities in Schools for the Deaf.**
Southern Regional Media Center For The Deaf, Knoxville, Tennessee
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch;
Tennessee University, Knoxville, College Of Education
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; audiovisual instruction; instructional technology; educational television; instructional television; closed circuit television; open circuit television; deaf; educational specifications; media technology; models; systems analysis; equipment; estimated costs; classrooms; campuses; regional programs; national programs; personnel; educational facilities

The various combinations of television equipment suitable for use in deaf education are described in terms of the systems used. The classroom system would consist of two cameras, a videotape recorder, a special effects generator for captioning, and a monitor of sufficient size for classroom viewing. The campus system would have the same capabilities but would be of broadcast quality, requiring a full time manager. The regional system would necessitate establishment of a regional captioning center as an interim project, to be manned by professional staff which would create needed program packages and engage in research and design of software. The national system would provide for electronic captioning for open circuit television. For all the above systems, technical aspects are considered, and operating and equipment costs are estimated. Staff requirements are specified for campus and regional systems, and equipment layouts are provided for all but the national system. (JD)

### ABSTRACT 11160

EC 01 1160 ED N.A.
Publ. Date 66 139p.
Withrow, Frank B. And Others
**Social Hygiene Guide; Family Life and Development, Animal and Plant Life, Human Growth and Development, and Patterns of Accepted Social Behavior.**
Illinois School For The Deaf, Jacksonville;
Illinois State Department Of Children And Family Services, Springfield
Office Of Education (DHEW), Washington, D. C., Division Of Handicapped Children And Youth
EDRS not available
BR-5-0921
Illinois School For The Deaf, Jacksonville, Illinois.

Descriptors: exceptional child education; curriculum; aurally handicapped; primary grades; elementary grades; deaf; children; hygiene; social life; social development; family life education; plant science; sex education; biology; behavior; adjustment (to environment); learning activities; growth patterns; child development; lesson plans; curriculum guides; learning activities

Designed for 6 to 10-year-old children at the Illinois School for the Deaf, the social hygiene guide contains units on family life and development, animal and plant life, human growth and development (general), and social patterns. The family is stressed throughout the guide by materials which are chiefly pictorial. The unit on family life and development treats the members of the family and develops the concept of familial love. The unit on animal and plant life explores embryonic development (seeds, animals, humans), leading into human growth and development, which continues with pregnancy and stages in growth and care of a baby. A guide to patterns of accepted social behavior aims to facilitate the child's adjustment to his environment by showing the importance of socially acceptable behavior, such as cleanliness, and good manners. Each lesson contains a statement of aims, including developing vocabulary, understanding a given concept, developing language skills, and comprehending and assimilating information. References are given for the materials and films suggested in each unit. The pictorial materials upon which each lesson is based are furnished (including two illustrated picture stories) and suggestions are given for learning activities, both observational (watching a chick hatch) and creative (drawing pictures of family members). (JB)

### ABSTRACT 11188

EC 01 1188 ED 027 677
Publ. Date 68 138p.
Leitman, Allan
**Science for Deaf Children. The Lexington School for the Deaf Education Series, Book V.**
Lexington School For The Deaf, New York, New York, The Curriculum Committee
EDRS not available
The Alexander Graham Bell Association For The Deaf, Inc., The Volta Bureau, 1537 35th Street, N. W., Washington, D. C. 20007 ($4.25).

Descriptors: exceptional child education; aurally handicapped; sciences; teaching methods; curriculum; preschool curriculum; primary grades; intermediate grades; secondary grades; activities; instructional materials; science experiments; science projects; scientific concepts; independent study; biology; physical sciences; deaf

Intended for use by teachers and schools for the deaf, the booklet presents activities and units which may be used in planning and developing a science curriculum. A workshop classroom is described. Attention is given to teaching methods specifically applicable to the deaf. Suggested subject areas, materials, or activities for preschool programs are large muscle movement, the senses, and integrated use of the senses; for primary programs, plants, ice cubes, light and shadows, structures, balance boards and simple machines, the play frame, air and water, simple electrical circuits, and trips; and for intermediate programs, bones, animal husbandry, tadpoles, microecology, time, growing molds, community constructions, mealworms, and rocks (crystal growing and three dimensional models). Physical sciences delineated for the advanced program include astronomy, thermometry, geology, and a school weather station; biological sciences include the study of the microscopic world, incubation of chicken eggs, and anatomy, physiology, and zoology;

and extracurricular clubs and ideas are a joint study club, classes in schools for students who hear, and sciences. Appendixes contain plans for equipment and illustrations of completed science projects. (SN)

### ABSTRACT 11251

EC 01 1251 ED 026 795
Publ. Date 68 162p.
Mulholland, Ann M.; Fellendorf, George W.
**National Research Conference on Day Programs for Hearing Impaired Children (Lake Mohonk, New York, May 10-13, 1967). Final Report.**
Alexander Graham Bell Association For The Deaf, Inc., Washington, D. C.
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-1-7-002540-2006
BR-7-2540

Descriptors: exceptional child education; aurally handicapped; day programs; state programs; day schools; community programs; state legislation; educational needs; administration; school districts; supervisor qualifications; teacher supervision; identification; clinical diagnosis; admission criteria; cooperative planning; preschool children; incidence; demography; special classes

State needs in public school education for the hearing impaired and steps in the development of comprehensive state planning are presented along with recommendations of conference participants, a summary report, and models for regional planning, day programs, and the team approach. The interest of the Alexander Graham Bell Association and the U.S. Office of Education in day programs and the conference organization are explained. Following an introduction by Eleanor Vorce, topics discussed are the day care program in education by Ann M. Mulholland, organization and administration of a program at state and local levels by Charles W. Watson, demographic and economic criteria in establishing classes by James C. Chalfant, supervision at state and local levels by Hazel Bothwell, and supervision of classroom teachers by Evelyn M. Stahlem. Also included are Janet B. Hardy on early identification, Robert Frisina on diagnostic evaluation and placement, June Miller on admission criteria for day schools, and Mamie J. Jones on coordination of specialists in public school programs. Recommendations for research, a summary of group discussions, and conclusions are provided along with a preliminary conference report, conference program, list of participants, and a 21-item bibliography. (RP)

### ABSTRACT 11272

EC 01 1272 ED N.A.
Publ. Date Mar 68 214p.
Pickett, J. M., Ed.
**Proceedings of the Conference on Speech-Analyzing Aids for the Deaf (Gallaudet College, Washington, D.C., June 14-17, 1967).**
Gallaudet College, Washington, D. C., Graduate School
EDRS not available
American Annals Of The Deaf; V113 N2 P116-330 Mar 1968

Descriptors: exceptional child research; aurally handicapped; speech handicapped; conference reports; deaf; hard of hearing; speech; automation; speech therapy; programed instruction; auditory discrimination; sensory aids; hearing aids; electromechanical aids; hearing loss; speech pathology; visible speech; lipreading; auditory tests

Twenty-three conference papers and two discussions explore current work in speech science, phonetics, and automated training. Technical aids for training children, visual aids for speech correction, and correction of voice pitch in severely hard of hearing children are considered. Papers on speech-analyzing aids treat the Bell Translator, eyeglass speech reading, the voice visualizer, the Arthur D. Little phoneme analyzer, an experimental visual speech trainer, an instrument that creates artificial speech spectra, a frequency shift hearing aid, and visual and vibrotactile aids. Other studies explore monosyllabic production by deaf and dysarthric speakers, fundamentals of speech analysis and synthesis hearing capacity, measurement and calculation, synthetic speech in aural rehabilitation, programed instruction, discrimination, frequency transposition, residual hearing, and auditory recoding. (JB)

### ABSTRACT 11330

EC 01 1330 ED N.A.
Publ. Date Nov 67 118p.
**The Educational Media Complex; Symposium on: Research and Utilization of Educational Media for Teaching the Deaf (3rd, Lincoln, Nebraska, April 10-12, 1967).**
Nebraska University Teachers College, Lincoln, Department Of Educational Administration
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf
EDRS not available
American Annals Of The Deaf; V112 N5 P636-754 Nov 1967

Descriptors: exceptional child education; aurally handicapped; audiovisual instruction; educational equipment; media technology; audiovisual coordinators; library reference services; information utilization; instructional materials centers; instructional media; inservice teacher education; administration

Papers from a symposium held to facilitate application of technological development of scientific equipment suitable for instruction are given. Included are a report from Captioned Films for the Deaf and discussions on instructional materials centers, the library as an educational media center, audiovisual programs, media personnel and deaf schools, implementation of media programs in deaf schools, and the purpose of educational media in the learning process. A small school instructional materials center's diffusion of innovations for learning is described as well as an inservice education program for teachers of the deaf and media production facilities in schools for the deaf. The symposium discussion summary, program, and roster are included. (SN)

### ABSTRACT 11371

EC 01 1371 ED N.A.
Publ. Date Nov 67 6p.
Harris, Grace; Weber, Larry
**Babies with Hearing Losses.**
Society For Crippled Children And Adults, Manitoba, Winnipeg, Canada, Pre-School Services For The Deaf;
Hearing And Speech Institute, Hamilton, Ontario, Canada
EDRS not available
Volta Review; V69 N9 P604-9 Nov 1967

Descriptors: exceptional child education; aurally handicapped; infants; identification; parent involvement; teaching methods; auditory training; hearing aids; language development; oral communication; preschool children; deaf; hard of hearing; parent education

Early diagnosis of hearing handicaps in infants and some conditions causing deafness are considered; the specialist team approach is suggested for multiply handicapped children. Treatment of babies with hearing losses as soon as the presence of the impairment is established is discussed; methods by which parents can help develop language skills by providing the verbal and contact experiences include talking and singing to the baby; rocking him; looking at pictures with him; playing games; and using blocks, cars, and toys. Providing the infant with a hearing aid fitted by a qualified audiologist is recommended to maintain awareness of sounds. Other suggestions for parents are to try to develop all of the child's senses, cooperate with professionals, maintain reasonable expectations, and avoid overcompensation. (CH)

### ABSTRACT 11519

EC 01 1519 ED 029 419
Publ. Date Jul 68 33p.
Lowell, Edgar L.
**Home Teaching for Parents of Young Deaf Children. Final Report.**
John Tracy Clinic, Los Angeles, California
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-32-14-0000-1014
BR-5-0362

Descriptors: exceptional child research; aurally handicapped; parent education; teaching methods; program evaluation; preschool children; deaf; language instruction; rating scales; tutoring; parent attitudes; language development; speech clinics; Boone Infant Speech and Language Development Scale; John Tracy Clinic

To explore and evaluate the feasibility of providing language instruction to parents of young deaf children in a home-like environment, a demonstration home was established at a clinic. Parents were invited to attend weekly meetings which were reduced to 1/2 hour in length during the course of the project. Parents could bring other siblings, family members, and materials from their own home. A single tutor worked with each family in separate rooms in language building activities. Fifty-two families who visited the demonstration home for 10 weekly visits were compared with 25 families who were enrolled in the John Tracy Clinic traditional service program. Language development in the children was assessed with the Boone Scale and changes in the parents' information and attitudes were assessed by scales previously developed at the Clinic. The language scales were too unreliable to be satisfactory, but all showed substantial gains for the demonstration home children. The parent information scores showed that the demonstration home parents did slightly better than the control group of parents. There was no change in the parent attitude scales. Experience with the program was judged so satisfactory by the staff of John Tracy Clinic that the program is being continued as a Clinic function after the expiration of federal grant and has been extended to two similar branch programs. (RJ)

### ABSTRACT 11861

EC 01 1861 ED N.A.
Publ. Date 66 101p.
Withrow, Frank B. And Others
**Social Hygiene Guide; Dating and Courtship, Marriage, Childbirth, and Family Living, and Employment and Financial Adjustment to Life.**
Illinois School For The Deaf, Jacksonville;
Illinois State Department Of Children And Family Services, Springfield
Office Of Education, Washington, D. C., Division Of Handicapped Children And Youth
EDRS not available
BR-5-0971

Descriptors: exceptional child education; curriculum; aurally handicapped; deaf; adolescents; social life; social development; family life education; sex education; lesson plans; curriculum guides; hygiene; dating (social); marriage; pregnancy; family relationship; employment; prevocational education; consumer education; emotional adjustment; social adjustment; personal adjustment; vocational adjustment; secondary grades

Part of a series of social hygiene guides developed at the Illinois School for the Deaf, and intended for high school age students, this dating and courtship guide (12 lessons) is concerned with dating, going steady, preparing for marriage, love, engagement, and weddings. Marriage, childbirth and family living (eight lessons) cover social, emotional, and sexual adjustment, the anatomy and physiology of reproduction, pregnancy and child rearing. The employment and financial adjustment guide (19 lessons) provides information concerning job interviews and applications, income, unions, dismissals, and fringe benefits. Also found are lessons on savings, working wives, banking, insurance, budgeting, and the effect of economic factors in marital adjustment. Usually containing stated objectives, the lessons are outlined, indicating points to be covered and suggesting methods of presentation, such as having outside speakers or showing movies. In some lessons, unfamiliar words are listed in a vocabulary section. Assignments are detailed; and handout materials include questionnaires, diagrams, and sample forms. References are found in each lesson; bibliographies of books, pamphlets, and films are provided. (JB)

### ABSTRACT 11862

EC 01 1862 ED N.A.
Publ. Date 66 97p.
Withrow, Frank B. And Others
**Social Hygiene Guide; Social Growth and Development, Physical Growth and Development, and Mental Growth and Development.**
Illinois School For The Deaf, Jacksonville;
Illinois Department Of Children And Family Services, Springfield
Office Of Education, Washington, D. C., Division Of Handicapped Children And Youth
EDRS not available
BR-5-0971

Descriptors: exceptional child education; curriculum; aurally handicapped; social life; deaf; secondary grades; adolescents; lesson plans; social development; peer groups; sex education; physical health; physical development; heredity; mental development; mental health; personality; student evaluation; social maturity; family life education

The Adolescent Level Committee at the Illinois School for the Deaf devised a series of social hygiene guides in the subject area of growth and development. The material consists of detailed lesson plans prepared for 12- to 16- year-olds and is divided into three areas. The social growth section discusses the family, peer groups, the opposite sex, and social maturity (14 lessons). The area of physical growth includes growth in general terms, change during adolescence, heredity, and personal health (13 lessons). The entire unit is based on the University of Oregon film Human Growth, and it is recommended that the film be purchased. The mental growth section discusses mental health, personality, developing independence, and moral responsibility (4 lessons). Each unit of lessons states objectives for the subject area. Lessons are outlined, indicating points to be covered and suggesting both materials and methods for presentation. A summary sheet (for handout) follows each lesson, indicating what concepts and vocabulary the student should have learned. References to recommended materials are provided in each lesson; and a bibliography of pamphlets, books, and films concludes each section. (JB)

### ABSTRACT 11891

EC 01 1891 ED N.A.
Publ. Date 67 82p.
Hayes, Dorothy M.
**Please Talk with Me; How to Teach Your Child to Communicate. A Guide for the Parents of Young Deaf Children.**
Wisconsin Department Of Public Instruction, Madison, Bureau For Handicapped Children
EDRS not available
Bureau For Handicapped Children, State Department Of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.

Descriptors: exceptional child education; aurally handicapped; teaching methods; parent role; auditory training; lipreading; pictorial stimuli; speech therapy; educational games; listening habits; hearing aids; deaf

Designed for the parents of young deaf children, the pamphlet provides suggestions for teaching communication skills. A recommendation for a complete physical and hearing examination is followed by a discussion of teaching through meaningful repetition and creative repetition. Instructions are given for use of the hand as a communication clue and for aspects of auditory training including conditioning to sound, hearing aids, listening and general and specific lipreading. Helping the child learn to talk is also discussed. Appendixes include a list of frequently used expressions helpful for repetition, suggestions for planning the creative repetition of 10 words, expressions helpful for specific words, and criteria for pictures to be used in teaching. (RJ)

### ABSTRACT 11901

EC 01 1901 ED N.A.
Publ. Date 66 34p.
Sayre, Joan M.
**Helping the Child to Listen and Talk; Suggestions for Parents and Teachers.**
Miami University, Coral Gables, Florida
EDRS not available
The Interstate Printers Publishers, Inc., 19 North Jackson Street, Danville, Illinois ($0.40).

Descriptors: exceptional child education; speech handicapped; aurally handicapped; teaching methods; speech therapy; identification

Suggestions and illustrations are presented for parents and teachers of children with speech and hearing problems. Descriptions of speech problems are given and suggestions are made for the development of good speech. Things not to do are also considered. Clues are listed which may indicate a hearing problem; recommendations for teaching the hearing impaired child and activities for home and school are provided. An

appendix includes games to improve listening. (RJ)

### ABSTRACT 11919

EC 01 1919 ED N.A.
Publ. Date 67 44p.
Watson, T. J.
**The Use of Residual Hearing in the Education of Deaf Children.**
Volta Bureau, Washington, D. C.
EDRS not available
Alexander Graham Bell Association For The Deaf, 1537 35th Street, N. W., Washington, D. C. 20007.
Based On A Course Of Lectures Given At The University Of Minnesota, 1961.

Descriptors: exceptional child education; aurally handicapped; deaf; hard of hearing; auditory tests; testing; hearing aids; acoustics; auditory training; language development; teaching methods

The use of residual hearing in the speech development of hearing handicapped children is considered. Aspects treated include residual hearing in deaf children, acoustical characteristics of speech, and hearing aids. Auditory training is described in terms of its historical development as well as present day practice; the use of hearing aids in the development of speech and language is described from early infancy through nursery and beginning school stages to the elementary and high school levels. Also discussed are the limits of residual hearing, including etiology, age of beginning use, and intelligence. (JD)

### ABSTRACT 11952

EC 01 1952 ED N.A.
Publ. Date 58 185p.
Groht, Mildred A.
**Natural Language for Deaf Children.**
EDRS not available
Alexander Graham Bell Association For The Deaf, Inc., 1537 35th Street, N. W., Washington, D. C., 20007 ($5.50).

Descriptors: exceptional child education; aurally handicapped; teaching methods; language instruction; preschool education; vocabulary development; oral communication; verbal communication; language arts; language skills; writing skills; written language; composition skills (literary)

The development of language in very young children, both hearing and deaf, is described; methods of natural language instruction are suggested for deaf children in nursery school and preschool programs. Also presented are instructional methods for deaf children at eight age levels between first grade and high school graduation, sequentially designed to help these children to grow in awareness, learn by doing, explore new worlds, establish patterns of self expression, enrich self expression through imagination, grow in independence, achieve freedom of expression, prepare for broader horizons, and be on their own. A concluding chapter explains the teacher's role in implementing natural language instruction. (JD)

### ABSTRACT 11996

EC 01 1996 ED 031 028
Publ. Date Mar 68 112p.
**Habilitation through Media.**
Tennessee University, Knoxville, Department Of Special Education And Rehabilitation
Rehabilitation Services Administration (DHEW), Washington, D. C.
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-2-7-000235-0235

Descriptors: exceptional child services; aurally handicapped; multiply handicapped; vocational rehabilitation; audiovisual aids; vocational education; television; programed instruction; projection equipment; overhead projectors; rehabilitation centers; vocational counseling; occupational information; personal adjustment; equipment evaluation

Introductory remarks on the multiply handicapped deaf and on media precede an address by Arthur G. Norris on the use of media in the vocational education of the deaf. Also presented are discussions of video technology, programed instruction, projected materials and equipment, the overhead projector, and special devices and materials. Audiovisual media in a rehabilitation center, implications of media for rehabilitation personnel, and comments on these topics are considered; demonstrations are reported in vocational education or training, personal adjustment, occupational information, and applying for a job. Also included are the following: a committee report on materials evaluation, sources of materials, panel reactions and comments, recommendations from group discussions, a workshop summary, and a roster of planning committee and workshop members. (RJ)

### ABSTRACT 20049

EC 02 0049 ED N.A.
Publ. Date 68 447p.
Lloyd, Glenn T., Ed.
**International Research Seminar on the Vocational Rehabilitation of Deaf Persons.**
National Association Of The Deaf, Washington, D. C.
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
RD-2643-S

Descriptors: exceptional child services; aurally handicapped; vocational rehabilitation; language development; community programs; vocational counseling; employment problems; family relationship; counseling; genetics; emotional problems; adjustment (to environment); mental health programs; clinical diagnosis; organizations (groups); manual communication; oral communication; deaf research

Opening statements introduce articles which develop the following themes: community service patterns for the aurally handicapped; involvement of the deaf for effective community service; improving individual involvement in society through language; new concepts of language and deaf people; language power for the deaf; proper diagnosis and evaluation for case services; discovery of potentials; improvement of the capacities of the deaf to meet demands of daily living; vocational adjustment; the hearing impaired in the family; marriage and the deaf; mental health needs and mental health services. Discussion, commentary, and a list of seminar participants are included. (RJ)

### ABSTRACT 20179

EC 02 0179 ED 031 847
Publ. Date 68 131p.
**The Education of Deaf Children: The Possible Place of Finger Spelling and Signing.**
Department Of Education And Science, London, England
EDRS not available
Sales Section, British Information Services, 845 Third Avenue, New York, New York 10022 ($2.50).

Descriptors: exceptional child education; aurally handicapped; communication (thought transfer); teaching methods; attitudes; finger spelling; sign language; lipreading; oral communication; manual communication; language development; comparative education; speech instruction; teacher attitudes; parent attitudes; individual characteristics; Great Britain

The results of study in England and Wales to determine the place of fingerspelling and signing in deaf education are reported. The scope and procedure of the inquiry, its context, the meaning of terms, the linguistic quality methods of communication, variable factors likely to affect the attainments of children with impaired hearing, and present practices in the United Kingdom, the Republic of Eire, and other countries are described. Advantages claimed for oral, manual, and combined methods, opinion trends, and main areas of disagreement are discussed. The views and recommendations of the committee are presented, withou conclusions as to the relative merits of any method, but stressing the need for further research, better education, and organized leadership for the training of the deaf. (GD)

### ABSTRACT 20185

EC 02 0185 ED 031 853
Publ. Date Dec 67 40p.
Behrens, Thomas R.
**Demonstration Project for the Initiation of Summer Curriculum with Special Emphasis upon Language Acceleration for Hearing Impaired Children. Final Report.**
Kendall School For The Deaf, Washington, D. C.;
Gallaudet College, Washington, D. C.
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc
OEG-2-7-07-889-4308
BR-7-0889

Descriptors: exceptional child research;

aurally handicapped; summer programs; program evaluation; language enrichment; summer schools; recreational programs; scheduling; educational innovation; teaching methods; audiovisual aids; unit plan; filmstrips; overhead projectors; instructional materials; reading instruction; lipreading; speech instruction; auditory training

To demonstrate the need for summer educational programs for hearing impaired children and to study ways of implementing programs, a summer program, conducted at a school for the deaf, was utilized. Twenty-two educators in four groups observed the program for four days each, met for discussions, and analyzed strengths and weaknesses. Academic and recreation programs were provided for 126 students from 4 to older teens in age; teachers were encouraged to be innovative. Summaries of teaching units for age groups from 4 to 6 through adolescence, and summaries of three special programs and a recreation program are presented. Replies of observers to an evaluative questionnaire are provided and reveal generally favorable attitudes to the program and to the possibility of starting summer programs at other schools. (RJ)

### ABSTRACT 20194

EC 02 0194 ED 031 862
Publ. Date Apr 68 27p.
**Communication Disorders.**
Council For Exceptional Children, Washington, D. C.
EDRS mf
From CEC Selected Convention Papers From The Annual International Convention (46th, New York City, April 14-20, 1968).

Descriptors: exceptional child education; aurally handicapped; speech handicapped; conference reports; preschool children; program planning; stuttering; abstracts; environmental influences; vocabulary; speech therapists; primary education; teaching methods; attention control; articulation (speech)

Communication disorders presentations include the following: expectations of the teacher of the deaf for audiological and psychological services to the young deaf child by Doin E. Hicks; questions and answers on stuttering therapy by Frank J. Falck; the knowledge of words of a deaf child by Toby Silverman; and a comparative study of the modality and traditional treatment approaches to articulation therapy by Ann Carroll. An abstract on the employment environment by Stanley Ainsworth is given. A panel report on communication disorders, specifically attention, discusses a longitudinal study on the primary years by Vilma Falck and gives specific suggestions relevant to the use of language. The unit ot reports is available on microfiche. (WW)

### ABSTRACT 20303

EC 02 0303 ED N.A.
Publ. Date Jan 67 11p.
Cornett, R. Orin
**Cued Speech.**
EDRS not available
American Annals Of The Deaf; V112 N1 P3-13 Jan 1967

Descriptors: exceptional child education; aurally handicapped; communication (thought transfer); language; communication skills; manual communication; lip reading; speech instruction; oral communication; language ability; language skills; language development; cued speech

A review of the conflicts between pure oral and pure manual methods in teaching communication to deaf students concludes that a compromise solution is desired. One method of teaching language to the deaf is cued speech in which speech is supplemented by synchronized manual cues. Cued speech divides vowels and consonants into groups, each of which has a different hand position (for the vowels) or finger configuration (for the consonants). Three charts list the grouping procedures for vowels, consonants, and diphthongs and illustrate the appropriate hand positions and finger configurations. Cued speech is faster than finger spelling, enables the deaf to self monitor their speech, to raise the level of communication with hearing associates, and to quickly and easily clarify words of phrases or mispronunciations. Cued speech should reduce the emotional and mental damage allegedly produced in deaf children by their inability to communicate orally until they acquire substantial amounts of language understanding and lipreading ability, provide the preschool child with an opportunity for mental and linguistic development nearer that of the hearing child, insure that the deaf child learns to think in the phonemic equivalent of spoken English, eliminate the opportunity to communicate independently of speech and lipreading by maintaining basic dependence upon lipreading, and allow the deaf person to correct his own pronunciation. (RB)

### ABSTRACT 20315

EC 02 0315 ED N.A.
Publ. Date 60 383p.
Levine, Edna Simon
**The Psychology of Deafness; Techniques of Appraisal for Rehabilitation.**
EDRS not available
Columbia University Press, 440 W. 110th Street, New York, New York 10025.

Descriptors: exceptional child services; aurally handicapped; psychological evaluation; psychotherapy; hearing therapy; case records; audition (physiology); auditory tests; psychoacoustics; auditory evaluation; diagnostic tests; communication problems; rehabilitation; evaluation methods; psychological testing

Guides are provided for the psychological appraisal of adults and children with impaired hearing, interrelating the fields of psychology and rehabilitation for the physically handicapped to the area of the hearing impaired. Deafness is discussed in the framework of psycholinguistic and psychosocial implications, while descriptions of rehabilitation settings for the physically handicapped include psychological practices. Methods and techniques given for psychological examination of the hearing impaired are the case history, interview, testing, and observation techniques which are outlined for adults and children. Attention is given to the psychological report. Clinical and psychological research needs are listed, with suggested scope and organization. Appendixes summarize the function of the ear, classification and causes of hearing impairment, auditory assessment techniques, methods of communication, test publishers, and non-medical organizations for the aurally impaired. (JB)

### ABSTRACT 20351

EC 02 0351 ED 013 508
Publ. Date 64 149p.
DiCarlo, Louis M.
**The Deaf.**
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($5.95).
Foundations Of Speech Pathology Series.

Descriptors: exceptional child education; aurally handicapped; identification; communication (thought transfer); deaf; auditory evaluation; language instruction; speech instruction; diagnostic tests; historical reviews; language development; lipreading; speech improvement; speech tests; oral communication; manual communication; speech therapy

Designed for students of speech pathology and audiology and practicing clinicians, this book presents an historical overview of attempts to teach the deaf from before the 15th century through the 20th century. A discussion of diagnostic procedures for auditory disorders in children includes informal testing, play audiometry, speech tests, electrodermal audiometry, and electroencephalic audiometry. Language considerations for the deaf are discussed in terms of language acquisition and language instruction with the oral, manual, and combined methods. Aspects of speech acquisition, speech instruction, and speech production are included. Suggestions are made for further reading, and a bibliography of 478 items is provided. (FL)

### ABSTRACT 20462

EC 02 0462 ED N.A.
Publ. Date 33 302p.
Haycock, G. Sibley
**The Teaching of Speech.**
EDRS not available
The Volta Bureau, 1537 35th Street, N. W., Washington, D. C. 20007.

Descriptors: exceptional child education; speech handicapped; speech instruction; speech skills; speech improvement; pronunciation; articulation (speech); language rhythm; speech therapy; voice disorders; aurally handicapped

Methods to promote the quality of natu-

ralness in the speech of the deaf suggested concern breath control, cultivation of the voice, the production of speech sounds, accent and emphasis, phrasing and rhythm, rhythmic speech, pronunciation, and intonation. Aspects of speech sounds considered are vowels, dipthongs, and consonants, the primary qualities of speech sounds, the voice, order of teaching the sounds, their classification, production, and development, and the correction of common faults. Also discussed are essential conditions for intelligible speech and practical suggestions for promoting intelligible speech throughout the school. (RJ)

### ABSTRACT 20579

EC 02 0579 ED N.A.
Publ. Date 66 37p.
Kohl, Herbert R.
**Language and Education of the Deaf. Policy Study Series.**
Center For Urban Education, New York, New York
EDRS not available
CUE-PSS-NO-1
Center For Urban Education, 105 Madison Avenue, New York, New York 10016.

Descriptors: exceptional child research; aurally handicapped; communication (thought transfer); deaf; educational needs; social discrimination; social immaturity; educational methods; language ability; sign language; language instruction; language research; research needs; concept formation; manual communication; educational background; employment level

In a description of the education and achievement of profoundly deaf individuals in contemporary American society, the attitudes of society toward the deaf and the subsequent social problems deaf children face are defined. Statistics are presented on deaf school drop-outs and graduates; types of communication used (oral signs), occupational level, and weekly income, and the emotional characteristics of the deaf are discussed. Also treated are the four methods of education of deaf children in the United States (pure oral method, oral method, natural language method, Rochester method) and their failure to achieve oral language communication among students, and sign language, the means of communication used by the deaf community. Two studies designed to analyze the various components of sign language are reported. Finally, research in language and concept formation is reviewed in answer to two questions: what is the language of the deaf like and what is the relationship of oral language to concept formation and thinking and to performance on tests of concept formation. Suggestions are made for further research. (RS)

### ABSTRACT 20589

EC 02 0589 ED 012 127
Publ. Date 64 126p.
Haspiel, George S.
**A Synthetic Approach to Lip Reading. Materials for the Child of Grade School Age.**
EDRS not available
The Expression Company, Magnolia, Massachusetts 01930 ($3.00).

Descriptors: exceptional child education; aurally handicapped; teaching methods; communication (thought transfer); hard of hearing; deaf; lipreading; lesson plans; home instruction; elementary grades; tests

Lessons designed to assist teachers and parents in teaching synthetic lipreading to hard of hearing, elementary age children are grouped into primary and intermediate levels. Each lesson plan is based on the previous lesson and includes several related specific activities. Instructions about materials, procedure, and the exact sentences to be used are given. The appendixes contain a test of lipreading and suggestions for additional lessons. (MY)

### ABSTRACT 20840

EC 02 0840 ED 032 708
Publ. Date 68 166p.
Rainer, John D., Ed.; Altshuler, Kenneth Z., Ed.
**Psychiatry and the Deaf.**
New York State Psychiatric Institute, New York;
New York University, New York, Center For Research And Training In Deafness Rehabilitation
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; emotionally disturbed; psychiatry; residential schools; parent counseling; adjustment (to environment); vocational adjustment; counseling; family relationship; institutionalized (persons); case studies (education); schizophrenia; behavior problems; psychological evaluation; group therapy; psychiatric services; state programs; psychotherapy; environmental influences

A compilation of presentations from a meeting on psychiatry and the deaf, the text includes the following discussions: background and history of the New York State mental health program for the deaf; an introduction to the program of the New York School for the Deaf; school psychiatric preventive programs; adjustment problems presented by a panel of deaf adults; and a demonstration of a psychiatric inpatient program including a tour of facilities, case presentations, group therapy, and an occupational therapy workshop. Additional topics considered are theoretical considerations in development and psychopathology of the deaf, diagnostic aspects including psychiatric and psychological examinations, group therapy with adolescents, psychiatric treatment, state wide organization of psychiatric services, alternative communication systems for the deaf, cultural and environmental influences in emotional development, and group psychiatry for the hospitalized deaf. Diagnostic evaluation of hearing impaired children, a pilot program for a state hospital, a plan for a clinical and research program for psychotic patients, and a conference summary are also discussed. (RJ)

### ABSTRACT 20878

EC 02 0878 ED 028 576
Publ. Date 68 311p.
Lunin, Lois F., Ed.
**Information Sources in Hearing, Speech, and Communication Disorders. Part I, Publications, Developmental Edition.**
Information Center For Hearing, Speech, And Disorders Of Human Communication, Baltimore, Maryland
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; speech handicapped; language handicapped; annotated bibliographies; information sources; literature reviews; research reviews (publications); periodicals; publications; abstracts; indexes (locators); bibliographies; glossaries; dictionaries; textbooks; directories; guides; films

This guide to recent sources of published information in hearing, speech, and communication disorders lists 759 references. The items are arranged in nine major sections and are annotated except when reasons of processing prevent. The section on reviews covers hearing, language, speech, and additional reviews; the section on special serials contains review journals, annual and irregular review serials, status reports of laboratories, statistical survey series, translation serials, and publishers' series. Indexing and abstracting publications listed include indexes, abstracts, research in progress, and meetings; guides and directories cover members and individuals, societies and associations, centers and services, professional training, and funding. Additional sections contain core and cognate journals; hearing, language, speech, and cognate area bibliographies; English language, deaf language, and foreign language/English language dictionaries and glossaries; audiology, otolaryngology, and speech pathology handbooks; and films and other media lists. An appendix cites publications from meetingsdealing with hearing, the vestibular system, and language and speech. (JD)

### ABSTRACT 20943

EC 02 0943 ED 032 668
Publ. Date 68 47p.
**1968 Summary Report; Implications for the Use of Television in Schools for the Deaf.**
Tennessee University, Knoxville, Southern Regional Media Center For The Deaf
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; educational television; audiovisual aids; broadcast reception equipment; production techniques; special schools; televised instruction; engineering technology; broadcast industry; program planning; closed circuit television; video tape recordings; engineering technicians; copyrights

The report of a seminar for educators of the deaf on educational television considers sources of programs, copyright problems, cooperative agencies, and sources of financial support. A discussion of technology explores origination facilities and equipment, distrubution systems, display systems and special considerations, videotape compatibility, the implications of color, and portable and special equipment. Descriptions of programs utilizing television are presented by the National Technical Institute for the Deaf, the Arkansas School for the Deaf, and the Tennessee School for the Deaf. Suggestions pertinent for program planning are included. (RJ)

### ABSTRACT 21004

EC 02 1004 ED N.A.
Publ. Date 61 109p.
Bunger, Anna M.
**Speech Reading--Jena Method.**
EDRS not available
Interstate Printers And Publishers, Inc., 19 North Jackson Street, Danville, Illinois 61832.

Descriptors: exceptional child education; aurally handicapped; lipreading; speech education; hearing therapy; lesson plans; program descriptions; student participation; perceptual development; Jena Method

Presenting the Jena Method of speechreading, developed by Karl Brauckmann, the book is directed to teachers of speechreading, speech correctionists, speech teachers, psychologists, and educators. The author recommends an approach to study which develops helpful attitudes and habits preparing the student for practice by developing the vowel order and the consonant chart, which is arranged on the basis of sound formation. Discussed are three basic principles for efeective speechreading: imitation (of visual speech and bodily movements), kinesthesis (the feeling of all speech movements), and rhythm (the groupings and accents that allow the language to flow). Further practice exercises aid in the better use of these essentials and lead to a comprehension of how the mind and eyes work together in listening. The pupil's participation in succeeding practice lessons is stressed, and his relation is encouraged by the structure of the lessons. Procedures that aid the student in approaching speechreading in life situations, and examples of lesson plans for conversation hours and informal talks are noted as is the rhythm occurring in speech and life. Drills for hearing and using stress in speech, additional material for class or individual lessons, and open letter to teachers of children are included. (JM)

### ABSTRACT 21008

EC 02 1008 ED N.A.
Publ. Date Apr 64 400p.
Newby, Hayes A.
**Audiology.**
EDRS not available
Appleton-Century-Crofts, 440 Park Avenue South, New York, New York 10016 ($6.75).

Descriptors: exceptional child services; aurally handicapped; audiology; auditory tests; auditory training; hearing conservation; testing problems; rehabilitation programs; professional occupations; speech tests; audiometric tests; audition (physiology); hearing aids; screening tests

Designed as a survey of audiology and a reference source for physicians, psychologists, speech pathologists, and interested laymen, the text discusses the anatomy, physiology, and psychology of hearing, theories of hearing, and types of hearing disorders. Chapters on clinical testing explore pure tone (air and bone) and speech tests with specific procedures listed for administering tests, interpreting results and maintaining equipment. Special tests are described for children, for functional problems, and for locating specific sites of lesions. Treated are clinical tests, public school hearing conservation programs, and industrial audiology. A description of the psychology of deafness introduces chapters on training and rehabilitation which is detailed in terms of speech reading, auditory training, speech training, counseling, and hearing aids. A final chapter explores the profession of audiology, listing qualifications, recommended training, and employment opportunities. Appendixes contain materials for audiology audiometry such as Central Institute for the Deaf tests, Children's Spondee Lists, and kindergarten phonetically balanced word lists. (JB)

### ABSTRACT 21037

EC 02 1037 ED N.A.
Publ. Date 69 180p.
Wagner, Rudolph F.
**Teaching Phonics with Success.**
EDRS not available
Mafex Associates, Inc., Box 519, Johnstown, Pennsylvania 15907.

Descriptors: exceptional child education; aurally handicapped; speech handicapped; auditory training; phonics; reading instruction; instructional materials; speech therapy; teaching guides; learning activities; educational games

Written for professional as well as lay people, the manual explores the teaching of phonics from both a theoretical and practical standpoint. Introductory material includes an explanation of the nature, function, limitations, and scientific aspects of phonetics. Individual differences in children are treated as well as motivational factors in reading and phonetics. Auditory training is defined with attention to auditory and acoustic impressions and sound discrimination. Activities provided for giving auditory training are rhymes, jingles, singing, foreign words, and outdoor activities. Information is given on speech problems which might be encountered in the classroom, with suggestions for encouraging good speech. A large section of the manual is devoted to activities for teaching phonetics. Complete instructions and/or reference materials for all teaching activities are given. (JB)

### ABSTRACT 21115

EC 02 1115 ED 025 594
Publ. Date 67 42p.
**Trends in Vocational Education for the Deaf. Training Manual. A Report of the Workshop for Improving Instruction of the Deaf. (Ball State University, Muncie, Indiana, July 10-August 11, 1967).**
Ball State University, Muncie, Indiana
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; attitudes; employment opportunities; conference reports; teacher qualifications; educational trends; instructional improvement; occupational guidance; prevocational education; program development; vocational education; aurally handicapped; Workshop for Improving Instruction of the Deaf

This report contains an overview which traces the technological revolution of the last 50 years and the impact it has had on blue collar workers, especially deaf blue collar workers. The prevocational program is discussed and a vocational program that fits most facilities in schools for the deaf is presented. Desirable vocational teacher qualifications are reviewed, and sources where vocational teachers may be recruited are explored. Suggestions are made regarding areas that may provide increased employment opportunities for the deaf worker of the future. Finally, a list of government programs in the area of and related to vocational education is provided. Basically, these are opportunities which the local school system might explore for purposes of acquiring support. Related documents are VT 005 013 and VT 005 015. (CH)

### ABSTRACT 21309

EC 02 1309 ED 025 595
Publ. Date 67 98p.
**Trends in Prevocational Education for the Deaf. Training Manual. A Report of the Workshop for Improving Instruction for the Deaf. (Ball State University, Muncie, Indiana July 10-August 11, 1967).**
Ball State University, Muncie, Indiana
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; conference reports; course descriptions; educational resources; educational trends; graphic arts; home economics; industrial arts; instructional improvement; occupational guidance; prevocational education; Workshop for Improving Instruction for the Deaf

The workshop participants who prepared this vocational report were working representatives of residential day schools for the deaf as well as integrated public school classes for deaf pupils. The age level toward which the materials were directed was determined at be-

tween 12 and 15 years of age, a period of transition for many deaf youth. The prevocational committee had two major tasks to perform during the 5-week workshop: preview as many audiovisual materials as time permitted and annotate those selected as being of good quality, and prepare broad curriculum guidelines implementing basic objectives of prevocational education that could be utilized by teachers in any of the above named types of classes for the deaf. The areas of prevocational activity included home economics, graphic arts, and wood, metal, electricity, and industrial handicrafts. Related documents are VT 005 013 and VT 005 014. (CH)

### ABSTRACT 21417

EC 02 1417 ED N.A.
Publ. Date Oct 69 16p.
Hess, D. Wilson
**Evaluation of the Young Deaf Adult.**
EDRS not available
Journal Of Rehabilitation Of The Deaf; V3 N2 P6-21 Oct 1969

Descriptors: exceptional child services; aurally handicapped; psychological evaluation; intelligence tests; personality assessment; academic achievement; aptitude tests; communication skills; young adults

The history of testing and evaluation methods used with the aurally handicapped is reviewed including intelligence tests, personality evaluations, measures of academic achievement, appraisals of communication skills, aptitude and interest testing, and case history data. Some specific tests discussed are the WISC and WAIS, the Roven Matrices, the Rorschach, the Schneidman Make-a-Picture Story Test, and the Stanford and Metropolitan Achievement Tests. The defects and validity of each test are summarized. (JM)

### ABSTRACT 21455

EC 02 1455 ED 034 334
Publ. Date Feb 69 130p.
**Workshop II: Video Technology & Programs for the Deaf; Current Developments & Plans for the Future.**
Southern Regional Media Center For The Deaf, Knoxville, Tennessee;
Tennessee University, Department Of Special Education And Rehabilitation
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; instructional television; video tape recordings; electronic equipment; media technology; educational objectives; programed instruction; deaf education; equipment utilization; teacher education; parent education; public affairs education

The Workshop on Video Technology (1969) sponsored by the Southern Regional Media Center for the Deaf explored uses of video technology in deaf education. An introductory lecture points out the potential effectiveness of video technology for gearing programs to individual needs, specifically the needs of the deaf. The necessity for formulating specific objectives in utilizing video hardware, as opposed to random experimentation is considered, and practical experience in industry is outlined in a presentation which describes the use of videotape in training personnel in a telephone company. Limitations and advantages of using videotape in deaf education, and demonstrations presented by institutions of deaf education concerning application of video technology in equipment, techniques for the classroom teacher, and the use of closed circuit television are discussed. A final paper summarizes the workshop in terms of current progress and suggested areas for research. (JB)

### ABSTRACT 21466

EC 02 1466 ED 034 344
Publ. Date 69 49p.
**A Report of the 1969 Introductory and Advanced Institutes in Programed Instruction and Instructional Systems for Teachers of the Deaf.**
Southwest Regional Media Center For The Deaf, Las Cruces, New Mexico
Office Of Education (DHEW), Washington, D. C., Media Services And Captioned Films
EDRS mf,hc
OEC-4-7000183-0183

Descriptors: exceptional child education; programed instruction; aurally handicapped; summer institutes; program evaluation; teacher education; teacher attitudes; teacher evaluation; program descriptions

To provide participants with intensive training in programed instruction, to make them more knowledgeable consumers of programed instruction materials, and to develop programing skills on a professional level so that they could apply the systems approach in development of instructional materials, two training institutes were initiated. A total of 44 teachers of the deaf participated in the institutes which lasted 5 weeks each during the summers of 1968 and 1969. Included are the calendar of events, the instructional program log, programed instructional material developed by the institutes, administrative details, social activities, and evaluations. The overall evaluation was that the institutes were well designed and helpful; a complete breakdown of evaluated areas is provided. Also presented are summaries of the evaluation, the instructor evaluation form, the consultant evaluation form, recommendations, and a roster and photograph of staff, instructors, and participants. (JM)

### ABSTRACT 21472

EC 02 1472 ED 034 350
Publ. Date 68 76p.
Battin, R. Ray; Haug, C. Olaf
**Speech and Language Delay; A Home Training Program.**
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($5.50).

Descriptors: exceptional child education; language handicapped; speech handicapped; teaching methods; motivation; auditory training; parent participation; home programs; memory; visualization; aurally handicapped; language development; retarded speech development; parent role; speech therapy

Designed by the authors as an aid to parents of children with speech and language delay, the book includes information on how language and speech develop, discipline training for children with a speech delay, suggestions for an educational program, methods of stimulation and motivation, training the ear, and auditory and visual memory. Also discussed are the problems of the hearing impaired child and the parent as a teacher. A bibliography, appendixes of children's books, records, organizations, and directories, journals, and magazines are presented. (JM)

### ABSTRACT 21473

EC 02 1473 ED 034 351
Publ. Date 67 380p.
Fusfeld, Irving, Ed.
**A Handbook of Readings in Education of the Deaf and Postschool Implications.**
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($18.00).

Descriptors: exceptional child education; aurally handicapped; vocational rehabilitation; educational programs; identification; administration; etiology; preschool programs; language development; vocational education; multiply handicapped; psychological evaluation; teacher education; regular class placement; auditory evaluation; academic education; teaching methods; hearing aids; guidance services; parent role

Articles ranging from medical and technical aspects of deafness to its social and psychological implications are included in the collection. Discussed are the basic principles of educating the deaf and a history of that education, the causes of hearing loss in children, the necessity of early assessment, and some current trends and problems in education. Further presentations concern preschool training, the types of school organization and child placement, several aspects of school programs (including academic subjects), the development and problems of communication, the accomplishments and training of teachers, aspects of auditory amplification in actual use, vocational preparation, guidance services, and the role of the family in education. Attention is also given to the appraisal of problems, the difficulties of multiply handicapped children, psychological considerations, research, rehabilitation, and prospects after formal education is completed. (JM)

### ABSTRACT 21699

EC 02 1699 ED N.A.
Publ. Date May 69 7p.
Ross, Mark
**Loop Auditory Training Systems for**

**Preschool Hearing Impaired Children.**
EDRS not available
Volta Review; V71 N5 P289-5 May 1969

Descriptors: exceptional child education; aurally handicapped; hearing aids; loop induction systems; preschool children; problems; electronic equipment; instructional technology

Two types of loop systems are described, inductance loop amplification and carrier wave transmission. Special problems in their use with preschool children are discussed, including the classroom situation and electroacoustic modifications. (JD)

### ABSTRACT 21753

EC 02 1753 ED 035 132
Publ. Date 67 82p.
**Identification of Aurally Handicapped Children and Methods and Procedures of Developing a Program.**
Colorado State Department Of Education, Denver, Division Of Special Education Services
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; identification; teacher role; educational planning; audiologists; auditory evaluation; auditory training; state programs; hearing clinics; residential schools; early childhood; Colorado

An article on identification of preschool and school age aurally handicapped children and program development by John J. O'Neill precedes discussions of the role of the audiologist in evaluation of these children by Jack A. Willeford, and educational aspects of planning by John J. O'Neill. Three articles are presented on the role of the teacher in education of the aurally handicapped child by Gladys Whorton, James O. Kirkley, and Milo Henkel. Also discussed are an overview of the Colorado Hearing Conservation Program (David Zink), the work of the training institution (Jerome G. Alpiner), and the role of the residential school for the deaf (Armin G. Turechek). Included are the institute program and a list of participants. (JM)

### ABSTRACT 21984

EC 02 1984 ED 036 911
Publ. Date 68 232p.
DeLand, Fred; Montague, Harriet Andrews
**The Story of Lip-Reading; Its Genesis and Development.**
EDRS not available
Alexander Graham Bell Association For The Deaf, Inc., 1537 35th St., N. W., Washington, D. C. 20007.

Descriptors: exceptional child education; aurally handicapped; lipreading; teaching methods; historical reviews; international education; sign language; finger spelling; oral communication; organizations (groups); publications; teachers; adult education; special schools; teacher role

The historical developments of the use of lipreading from 1500 A.D. to 1931 are described. Education of the deaf is traced from its beginnings in Spain to England, Belgium, Holland, and France with the use of quotations from literature and old documents. The lives and works of Charles Michel de l'Epee and Samuel Heinicke, the beginning of organized work for the deaf and of the oral method in America, the first teachers of lipreading to adults, the first speechreading conference, the works of Martha E. Bruhn, Edward B. Nitchie, Cora Elsie, Rose Kinsie, and the Jena method are discussed. A consideration of the development of organizations to help the hearing impaired is followed by a discussion of lipreading for the hard-of-hearing child. (GD)

### ABSTRACT 22025

EC 02 2025 ED 036 038
Publ. Date Feb 68 84p.
**Proceedings of the Special Study Institute for the Early Identification and Education of Children with Hearing Impairment (Catholic Center, New York University, New York, February 5-7, 1968).**
New York State Education Department, Albany
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; preschool children; educational programs; remedial programs; language handicaps; perceptual motor learning; child development; early childhood; identification

A summary is given of the proceedings of a Special Study Institute which investigated the problem of identifying the preschool or the prenursery child with a hearing impairment as well as potential problem areas in educational programing for him. Considered are the healthy child, some of the deviant functioning of the impaired child, and identification and educational remediation, particularly in language and perception. Speeches and panel reports discuss the following topics: reasons for a special study institute, contemporary perspectives on the education of the deaf, acceptance and understanding in child growth and development, deviant functioning of the young child, language disorders in preschool children, and the dynamics of sensory motor experiences from infancy to 6 years. A summation is given of the conference proceedings. (WW)

### ABSTRACT 22139

EC 02 2139 ED N.A.
Publ. Date 69 228p.
Griffith, Jerry, Ed.
**Persons with Hearing Loss.**
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($11.00).

Descriptors: exceptional child education; aurally handicapped; clinical diagnosis; communication skills; special programs; deaf; educational history; auditory evaluation; speech evaluation; psychological evaluation; lipreading; auditory training; manual communication; finger spelling; educational programs; vocational education; educational methods; guidance; language development; vocational counseling; self concept

Ten contributors discuss persons with hearing loss. Historical perspectives and current practices and programs in the education of the deaf are reviewed. Also covered are aural rehabilitation, manual communication, vocational counseling, and guidance. Aspects of assessment and evaluation are considered, including differential diagnosis of hearing loss, diagnosis of speech and language disorders, and psychological evaluation. Appendixes present requirements for the following: course preparation of teachers of the deaf; Class A and Class B certification; and the certificate of clinical competence. (JD)

### ABSTRACT 22187

EC 02 2187 ED 037 839
Publ. Date 67 242p.
**Symposium on Research and Utilization of Educational Media for Teaching the Deaf: The Educational Media Complex (Nebraska Center for Continuing Education, Lincoln, Nebraska, April 10-12, 1967).**
Nebraska University, Lincoln, Department Of Educational Administration
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf Branch
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; instructional materials centers; program development; deaf; multimedia instruction; inservice teacher education; instructional films; material development; audiovisual aids; educational technology; equipment; program administration; media specialists; program planning; school libraries

Papers consider the problems of combining library science and audiovisual education into educational media complexes, or instructional materials centers (IMC's), in schools for the deaf. Areas covered include the concept of such centers, their relationship with the school library, and the personnel, equipment, materials, and production facilities required. Existing library programs are reviewed and implementation of media programs is discussed. Inservice teacher education in the use of media is also treated, as are the role of the small IMC in diffusing educational innovations and the purpose of educational media in the learning process. (JB)

### ABSTRACT 22197

EC 02 2197 ED 037 849
Publ. Date 69 84p.
Ashmore, Lear, Ed.; Hanson, Grace, Ed.
**Proceedings of the Conference on Undergraduate Preparation for Professional Education in Speech Pathology and Audiology (New Orleans, Louisiana, February 24-26, 1969).**

American Speech And Hearing Association, Washington, D. C.
Rehabilitation Services Administration (DHEW), Washington, D. C.;
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: professional education; audiology; speech pathology; undergraduate study; conference reports; communication problems; speech therapists; audiologists; professional occupations; college curriculum; college programs; curriculum development; personnel evaluation; standards; aurally handicapped; speech handicapped; professional training

The description of the conference of the American Speech and Hearing Association is introduced by a discussion of the background and procedures used in the conference. The general areas dealt with in the discussions were the necessary skills and knowledge of speech pathologists and audiologists, the improvement of professional education curricula, and methods of determining professional competency. Group discussions summarized cover education at the B.A. level, more flexible undergraduate programs, programs to develop various skills to be used in a multidisciplinary approach, a delineation of the basic knowledges needed, programs for paraprofessionals, the functions of the clinical practitioner, and standards of necessary experience and degree levels. Evaluation questionnaires on the structure and content of the conference, a list of participants, and a list of distributed materials are included. (JM)

## ABSTRACT 22362

EC 02 2362 ED N.A.
Publ. Date Apr 70 19p.
Chough, Steven K.
**Challenge of Psychiatric Social Work with the Deaf.**
EDRS not available
Journal Of Rehabilitation Of The Deaf; V3 N4 P7-25 Apr 1970

Descriptors: exceptional child services; aurally handicapped; social work; case worker approach; psychiatric services; rehabilitation counseling; communication skills

Psychiatric social work with the deaf is discussed in the following areas: the role and responsibilities of the caseworker, the importance of communication skills for effective interviewing, the establishment of the caseworker-patient relationship, the maintenance of professional decorum, the patient's improvement, and the use of the home visit. A currently active group-therapy program is described accompanied by a case illustration used to demonstrate group interaction. A social work trainee program and a design to educate the public in the area of the deaf are also presented. (Author/RD)

## ABSTRACT 22470

EC 02 2470 ED N.A.
Publ. Date 66 133p.
Myklebust, Helmer R.
**Your Deaf Child: A Guide for Parents.**
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($4.50).

Descriptors: aurally handicapped; parent education; child rearing; parent child relationship; parent attitudes; self care skills; childhood needs; communication skills; expectation; services

Written for parents, the book explores problems which are faced in rearing deaf and hard-of-hearing children. General orientation material includes a definition and history of deafness and sound, and function of the ear, with special application to children. Causes and types of deafness are explained, as are possible attitudes toward the deaf. Discussion of the deaf child covers his needs (family, success, independence, etc.); learning to care for himself; learning to communicate (speech, hearing aid, speech reading, auditory training, etc.); and what parents may expect from their child in terms of personality, school achievement, earning a living, etc. A final chapter is devoted to sources of help for parents, lists of organizations and schools for the deaf and hard-of-hearing, and reading materials. (JB)

## ABSTRACT 22673

EC 02 2673 ED N.A.
Publ. Date Feb 70 110p.
Craig, William N., Ed.; Collins, James L., Ed.
**New Vistas for Competitive Employment of Deaf Persons, Monograph No. 2.**
Pittsburgh University, Pennsylvania, School Of Education
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS not available
Journal Of Rehabilitation Of The Deaf; Monograph No. 2 Feb 1970

Descriptors: aurally handicapped; employment opportunities; emloyment practices; job development; vocational education; industry; employer attitudes; employment potential; employment services

Workers in various areas conferred to analyze possibilities for employment competition by the deaf in this technologically advanced age. Included were leaders from industry, organized labor, vocational rehabilitation, placement services, and education. The first group of papers defined employment practices and trends, and their implications for the deaf, related these to three specific industries (aerospace, electronics manufacturing, and newspaper publishing), and followed with a reaction by a member of the deaf community. A second group of papers explored preparation of the deaf for employment, covering general employer-employee relations, as well as the role of the school, responsibilities of interviewers, and vocational guidance. A final series of papers dealt with career development for the deaf, as related to technological changes, techniques of job and career review, and placement. Discussion groups listed recommendations for changes in organization and orientation, research, and training for the deaf and those working with the employment of the deaf. (JB)

## ABSTRACT 22709

EC 02 2709 ED 039 651
Publ. Date 68 100p.
Hogan, Sister James Lorene
**The What? When? and How? of Teaching Language to Deaf Children--Preschool and Primary Grades.**
Fontbonne College, St. Louis, Missouri
EDRS not available
Sister James Lorene Hogan, Fontbonne College, Wydown And Bigbend Blvds., St. Louis, Missouri 63105.

Descriptors: exceptional child education; aurally handicapped; language development; curriculum guides; preschool children; deaf; learning activities; language arts; communication skills; teaching methods

Three levels of work in language development for preschool and primary age deaf children are presented, along with suggested daily schedules and yearly programs. Skills covered are speech, lipreading, auditory training, and language. Instructions are given for teaching activities in the areas of the various parts of speech and types of sentences. Additional activities include calendar work, news and experience stories, special expressive work, games and occupations, vocabulary development, and beginning composition. (GD)

## ABSTRACT 22722

EC 02 2722 ED 039 664
Publ. Date Jan 70 97p.
McConnell, Freeman; Horton, Kathryn B.
**A Home Teaching Program for Parents of Very Young Deaf Children. Final Report.**
Vanderbilt University, Nashville, Tennessee, School Of Medicine
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-32-52-0450-6007
BR-6-1178

Descriptors: exceptional child research; aurally handicapped; preschool programs; parent participation; auditory training; auditory evaluation; hearing aids; parent education; deaf; language development; hearing loss; parent attitudes; infancy

A demonstration home provided a parent oriented program and audiologic management for 94 deaf preschoolers (mean age 2 years 4 months). Each child underwent a trial period with different hearing aids before permanent recommendation was made. Parents were present at these clinic sessions; they also received instruction in how to encourage auditory behavior, orient the child to sound, and talk to the child. Findings over 3 years indicated that language age growth accelerated while performance

age and nonverbal mental age remained linear. Also, ability to use amplification from the wearable hearing aid improved, with an improved mean threshold response to spoken voice of more than 20 dB. The parents mobilized themselves into pressure groups resulting in legislation for education of deaf preschoolers. Community approval of the project resulted in continuance of its services after federal funding ceased. (Author/JD)

### ABSTRACT 22738

EC 02 2738 ED 039 680
Publ. Date Feb 70 66p.
Luterman, David M.
**A Parent-Centered Nursery Program for Pre-School Deaf Children. Final Report.**
Emerson College, Boston, Massachusetts
Office Of Education (DHEW), Washington, D. C., Bureau Of Research
EDRS mf,hc
OEG-1-6-062069-1591
BR-6-2069

Descriptors: exceptional child research; aurally handicapped; preschool programs; parent participation; parent education; academic achievement; infancy; nursery schools; parent attitudes; language development

A nursery program for 48 deaf children aged from 1 1/2 to 3 years required active participation of the parents. Parents selected the program, tutored their and other children, observed behavior in the nursery which included hearing children, and participated in discussion of family problems. In followup, about three-fourths of the children and of their parents were rated above average by classroom teachers of the deaf. However, these results may have been due to the passive admission procedures. Parents who were not middle class seeking or who had severe personal problems did not appear to benefit. Those who were became active lobbyists for deaf children in the state. (Author/JD)

### ABSTRACT 22752

EC 02 2752 ED 039 694
Publ. Date 70 23p.
**A Selective Annotated Bibliography of Books, Films, and Teaching Media on Sign Language.**
National Association Of The Deaf, Silver Spring, Maryland, Communicative Skills Program
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; annotated bibliographies; finger spelling; sign language; instructional materials; films

The selected and annotated bibliography contains 22 book entries and nine entries on films and teaching media dealing with sign language. Each entry is described and its usage analyzed. Asterisks precede new titles. (JM)

### ABSTRACT 22753

EC 02 2753 ED 039 695
Publ. Date (70) 6p.
**Manual Communication Bibliography.**
National Association Of The Deaf, Silver Spring, Maryland, Communicative Skills Program
EDRS mf,hc

Descriptors: exceptional child services; aurally handicapped; manual communication; bibliographies

The bibliography includes 33 titles dealing with manual communication and lists sources and prices of the entries. (JM)

### ABSTRACT 22767

EC 02 2767 ED N.A.
Publ. Date 64 52p.
Streng, Alice
**Reading for Deaf Children. The Pennsylvania School for the Deaf Education Workshop, Book III.**
Wisconsin University, Milwaukee
EDRS not available
Alexander Graham Bell Association For The Deaf, 1537 35th Street, N. W., Washington, D. C. 20007.

Descriptors: exceptional child education; aurally handicapped; reading skills; reading materials; reading instruction; experience charts; reading comprehension; vocabulary development; deaf; language arts; lesson plans; teaching methods

The proceedings of a workshop conducted by Alice Streng centers around methods and concerns in teaching reading to deaf children. An investigation of the basic factors in learning to read considers the reading process including visual and auditory discrimination, neurological integration, mental maturity, memory span, ability to see relationships, experience and background, interest to read and language facility. Vocabulary development is described along with suggestions for organizing vocabulary acquisition. Methods to help deaf children master the use of personification, simile, metaphor, and idiomatic expressions are presented. The need for teachers to prepare or locate adequate reading materials is indicated with specific suggestions for the use of experience charts. An outline of a reading demonstration consists of the methods used while the actual story appears in the appendix along with followup activities and skill checking devices. (WW)

### ABSTRACT 22780

EC 02 2780 ED N.A.
Publ. Date Feb 69 36p.
**Catalog of Captioned Films.**
University Of Southern California, Los Angeles, National Information Center For Educational Media
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS not available
National Information Center For Educational Media, University Of Southern California, Los Angeles, California 90007.

Descriptors: exceptional child services; aurally handicapped; films; library services; directories; instructional films; legislation; depository libraries; deaf; agriculture; guidance; education; health; history; mathematics; sciences; social studies; economics; language arts; religion; physical education; fine arts; geography; sociology; business; civics; political science; safety; home economics; industrial arts; literature; psychology; natural sciences; physical sciences; Public Law 85-905; Captioned Films for the Deaf Program

Legislation establishing a loan service for captioned films, the obligations of borrowers, and the three major distribution libraries are discussed, and 60 film depositories are listed by state. Film titles are arranged in an alphabetical title section which provides information on color, length, sound track, appropriate grade level, and producers, and in a subject section which covers these areas: agriculture, biography, business and economics, civics and government, education, English language, fine arts, U.S. and world geography, guidance, health and safety, U.S. and world history, home economics, industrial arts, literature, mathematics, physical education, psychology, religion and philosophy, science, natural and physical science, social science, and sociology. (RJ)

### ABSTRACT 22793

EC 02 2793 ED N.A.
Publ. Date 69 162p.
Altshuler, Kenneth Z., Ed.; Rainer, John D., Ed.
**Mental Health and the Deaf: Approaches and Prospects. A Report of the National Conference on Mental Health Services for Deaf People (Houston, Texas, February 14-17, 1968).**
New York State Psychiatric Institute, New York
Rehabilitation Services Administration (DHEW), Washington, D. C.
EDRS not available
U. S. Department Of Health, Education, And Welfare, Washington, D. C. 20201.
A Report Of The National Conference On Mental Health Services For Deaf People (Houston, Texas, February 14-17, 1968).

Descriptors: exceptional child services; aurally handicapped; mental health; special programs; vocational rehabilitation; social work; school services; psychiatry; religion; auditory evaluation; conference reports

Workers in several disciplines conferred for the purpose of reaching a more coordinated approach to the mental health problems of the deaf. Each participant attempted to describe (in terms of his particular discipline) mental health problems of the deaf, methods of dealing with them, successes and failures, and proposals for improved methods of treatment, especially in cooperation with other disciplines. The proceedings volume contains the formal presentations as well as highlights of subsequent group discussions. Mental health problems of the deaf are approached from

the standpoint of the psychiatrist, psychologist, educator, social worker, rehabilitation worker, clergyman, audiologist, and the deaf individual himself. Government's role in funding mental health services is treated. (JB)

### ABSTRACT 22806

EC 02 2806 ED N.A.
Publ. Date 69 24p.
Watts, W. J.
**Auditory Training Parts I and II.**
EDRS not available
Teacher Of The Deaf; V67 N393 And 394 P4-18, 105-113 Jan-Mar 1969

Descriptors: exceptional child services; aurally handicapped; auditory training; historical reviews; audiology; hearing therapy; audiovisual aids; Lexical Listening

The historical development of auditory training for the deaf from the first century to recent years is traced. Development of approaches to auditory training described relate to residual hearing, electronic amplification, lip reading, speech and language, early (preschool) training, and application to the severely and profoundly deaf. The literature reviewed stresses that there must be regular periods of graded listening experience, and that auditory experience must be provided on as full-time a basis as is possible. Described in detail is a program utilizing technological advances to aid severely deaf children in making use of small areas of residual hearing. Lexical Listening is a synthetic multi-sensory approach to auditory training, directly linked with a carefully graded reading scheme. Employing four factors--language, hearing, reading, speech--it utilizes electronically recorded material accompanied simultaneously by printed words. The aims are to make fullest use of residual hearing, develop auditory speech perception patterns, improve language and reading ability, and speech production. It differs from the Ewing Listening, Reading and Speaking method in that Lexical Listening does not depend on teacher participation. (JB)

### ABSTRACT 22841

EC 02 2841 ED N.A.
Publ. Date 70 184p.
Giangreco, C. Joseph; Giangreco, Marianne Ranson
**The Education of the Hearing Impaired.**
EDRS not available
Charles C Thomas, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($10.50).

Descriptors: exceptional child education; aurally handicapped; historical review; educational planning; social problems; personal growth; preschool programs; parent counseling; psychological needs; educational methods

Personal, social, and educational problems related to children and youth who have serious deficiencies of hearing are the topics of this book, written for the student in training as well as for the handicapped person, his parents, school and community. A brief historical background of the deaf is included followed by discussions of preschool considerations, educating youth, post-school thoughts, spreading knowledge to the parents and the public, psychological aspects and professional hints. Suggestions for teachers, parents and professionals, based on the authors' twenty years of actual experiences and procedures are included. (GD)

### ABSTRACT 22869

EC 02 2869 ED 040 521
Publ. Date 69 212p.
**A Resource Manual for Speech and Hearing Programs in Oklahoma.**
Oklahoma State Department Of Education, Oklahoma City
EDRS mf,hc

Descriptors: exceptional child education; state programs; speech handicapped; aurally handicapped; language handicapped; speech therapy; program administration; language development; speech evaluation; records (forms); auditory evaluation; hearing therapy; Oklahoma

Administrative aspects of the Oklahoma speech and hearing program are described, including state requirements, school administrator role, and organizational and operational procedures. Information on speech and language development and remediation covers language, articulation, stuttering, voice disorders, cleft palate, speech improvement, cerebral palsy, and aphasia. Auditory disorders are considered; forms used in the program are appended. (GD)

### ABSTRACT 22872

EC 02 2872 ED 040 524
Publ. Date (68) 47p.
McIntyre, Keren Hamburger
**Bibliography on the Deaf and Hard of Hearing.**
University Of Southern California, Los Angeles, Instructional Materials Center For Special Education
Office Of Education (DHEW), Washington, D. C., Bureau Of Education For The Handicapped
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; bibliographies; deaf; hard of hearing; student evaluation; auditory evaluation; educational programs; curriculum guides; language development; communication skills; auditory training; instructional media; vocational rehabilitation; multiply handicapped; teacher education; parent education; teacher supervision; professional personnel; hearing aids

The bibliography cites over 400 items, dating from 1950 through 1968, on the deaf and hard of hearing. Entries include research reports, manuals, journal articles, curriculum guides, instructional materials, and audiovisual materials. All are categorized by area of concern, as follows: introduction to the total area; assessment; education and aspects within it; vocational areas; the deaf adults; multiply handicapped deaf; and the teacher. Additional areas are administration and supervision, auxiliary personnel, parent education, audio amplification, and journals and periodicals. (JD)

### ABSTRACT 22874

EC 02 2874 ED 040 526
Publ. Date 70 21p.
Dodds, Elizabeth; Harford, Earl
**Helpful Hearing Aid Hints.**
EDRS not available
Alexander Graham Bell Association For The Deaf, Inc., 1537 35th Street, N. W., Washington, D. C. 20007.

Descriptors: exceptional child services; aurally handicapped; hearing aids; hard of hearing

Designed to provide hearing aid users with hints in obtaining the maximum benefit from their aids, the pamphlet is introduced by a discussion of elementary facts for the person who has never worn an aid. Considered are full or part time usage, the limitations of hearing aids, common complaints, methods for improving difficult listening situations, lipreading, aid maintenance and repairs, and replacing aids. (JM)

### ABSTRACT 22878

EC 02 2878 ED 040 530
Publ. Date Dec 69 27p.
Stuckless, E. Ross
**A Notetaking Procedure for Deaf Students in Regular Classes.**
Rochester Institute Of Technology, New York
Department Of Health, Education, And Welfare, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; educational needs; regular class placement; college students; secondary school students; program evaluation; notetaking

An investigation was designed to explore a systematic notetaking procedure for deaf students on secondary and post-secondary educational levels. Conducted in two phases, the study aimed at developing a system of notetaking including a special notebook (consisting of pressure sensitive duplicating paper), and describing notetaking procedures of hearing undergraduate students; and evaluating the notetaking system relative to the willingness of hearing students to participate and the expressed satisfaction of deaf students with its procedures. In both phases, the system was evaluated by deaf and hearing participants, who completed appropriate questionnaires. Analysis of the data indicated the general feasibility of the notetaking system. Hearing students in general were willing to volunteer as notetakers for the deaf, and most deaf students expressed some satisfaction with the system. The study produced workable guidelines on notetaking for the deaf student, his instructor, and the hearing notetaker. (JB)

### ABSTRACT 23018

EC 02 3018 ED N.A.
Publ. Date 61 143p.
O'Neill, Veronica
**Teaching Arithmetic to Deaf Children. The Lexington School for the Deaf Education Series Book III.**
Lexington School For The Deaf, New York, New York
EDRS not available
Alexander Graham Bell Association For The Deaf, 1537 35th Street, N. W., Washington, D. C. 20007.

Descriptors: exceptional child education; aurally handicapped; arithmetic; mathematics instruction; deaf education; arithmetic curriculum; educational methods; program guides

Written for teachers of the deaf, the book explains the teaching of arithmetic as accomplished at the Lexington School for the Deaf. The stated purpose is to present the steps necessary to develop broad understood arithmetical concepts for deaf children, giving a meaningful knowledge of the number system and to perfect the use of number relationships from readiness through high school. Discussed are the use of numbers (counting, grouping, reading, etc.), the four fundamentals of arithmetic (addition, subtraction, multiplication, division), the need for a visual approach with deaf children, and the importance of oral work and discussion. Also described are detailed program outlines for each academic level (nursery, lower, middle, upper school) with suggested content, vocabulary check lists, and recommended materials included in each outline. Additional, more specific teaching activities such as counting, Roman numerals, graphs, measures, calendar, time, temperature, fractions, geometry, algebra, and written problems are also presented. A final chapter discusses the correlation of arithmetic with other subjects including speech, auditory training, language, composition, reading, social studies, and science. (JB)

### ABSTRACT 23156

EC 02 3156 ED 039 381
Publ. Date Apr 70 34p.
**The Hearing Impaired, Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).**
Council For Exceptional Children, Arlington, Virginia
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; evaluation methods; linguistic performance; language instruction; language development; aural stimuli; syntax; educational methods

The problems of the education of the aurally handicapped were discussed in speeches presented at the convention of the Council for Exceptional Children in Chicago, 1970. Papers reported include a suggested approach to the evaluation of expressive oral syntactic competence of the aurally handicapped child by Jean Lehman, the language of children receiving aural linguistic input by Helen Golf, and implications of the linguistic approach for the classroom teacher by Jean Moog. (JM)

### ABSTRACT 23280

EC 02 3280 ED N.A.
Publ. Date 60 72p.
Streng, Alice
**Children With Impaired Hearing. Administration of Special Education in Small School Systems.**
Council For Exceptional Children, Arlington, Virginia
EDRS not available
Council For Exceptional Children, 1411 S. Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202.

Descriptors: exceptional child education; aurally handicapped; educational administration; educational programs; identification; program descriptions; small schools; educational needs; program planning

Written for administrators, supervisors, and teachers, the booklet suggests plans for achieving a program of education for hearing impaired children in small school systems. The community's role in setting up the program is covered, as well as causes and effects of hearing losses. Identification of children with hearing losses is explored at preschool and school age levels. Procedures are given for conducting school surveys, including use of the audiometer, otological and audiological evaluations, and follow-up with parents. Educational needs are enumerated with respect to degree of hearing loss. Hearing conservation, speech and language training, special classes for hearing impaired, and vocational and parent guidance are emphasized. Administrative considerations include qualifications of supervisory personnel, duties of administrators, and financing. A final chapter describes four programs which illustrate good organization and administration. Throughout the booklet, criteria are given for evaluating programs in operation. (JB)

### ABSTRACT 23357

EC 02 3357 ED N.A.
Publ. Date 66 115p.
DeVries, Ted D., Ed.
**Report. Workshop for Improving Instruction for the Deaf (Ball State University, Muncie, Indiana, July 11-August 12, 1966).**
Office Of Education (DHEW), Washington, D. C., Captioned Films For The Deaf, Project LIFE
EDRS not available
Ball State University, Muncie, Indiana.

Descriptors: exceptional child education; aurally handicapped; language development; instructional materials; multimedia instruction; elementary school curriculum; language instruction; units of study (subject fields); self concept; social relations; physical environment

The guide is the result of a summer workshop which cataloged existing multi-sensory media with good language potential at the primary level, to be used to supplement language curricula for the aurally handicapped. Suggested to teachers of the deaf are instructional media for illustrating specific concepts. Three units, developed to teach concepts as a basis for language, treat the concepts of self, of social relationships, and of physical environment. Each of the three is divided into smaller concepts, for which content focus is stated and teaching materials (films, filmstrips, books, recordings, tapes, transparencies) are listed. (KW)

### ABSTRACT 23466

EC 02 3466 ED 041 427
Publ. Date (68) 58p.
Krug, Richard F.
**Teaching Syntax to Young Deaf Children.**
Colorado University, Boulder
EDRS mf,hc
Edumat Associates, 2765 Julliard Street, Boulder, Colorado 80302 ($3.00).

Descriptors: exceptional child education; aurally handicapped; syntax; educational methods; language instruction; concept teaching; sentence structure; structure analysis; symbolic learning; program descriptions

Designed to help the teacher of young deaf children teach syntax, the text presents a general orientation to the program as well as a review of the specific goals of language instruction. An overview of the early stages of instruction discusses symbol development (as the child becomes aware print has meaning) and illustrates how to help the child develop a sense of the power of language. An outline lists concepts to be developed from both the teacher's and child's point of view. Methods are suggested for teaching symbol development (people and things), incorporating the isolated symbol into a sentence, and syntax. Also included are suggestions for reinforcement, materials needed, an analysis of the basic sentence, an overview of the major uses of language, and an outline of instructional steps. (GD)

# AUTHOR INDEX


Altshuler, Kenneth Z, Ed 22793.
Ashmore, Lear, Ed 22197.
Battin, R Ray 21472.
Behrens, Thomas R 20185.
Bunger, Anna M 21004.
Chough, Steven K 22362.
Cornett, R Orin 20303.
Craig, William N, Ed 22673.
Dale, D M C 10171.
DeLand, Fred 21984.
DeVries, Ted D, Ed 23357.
DiCarlo, Louis M 20351.
Dodds, Elizabeth 22874.
Ewing, A W G, Ed 11069.
Ewing, Alexander 10397.
Fellendorf, George W, Ed 10079.
Fusfeld, Irving, Ed 21473.
Giangreco, C Joseph 22841.
Goforth, E Jack 11116.
Griffith, Jerry, Ed 22139.
Griffiths, Ciwa 10128.
Groht, Mildred A 11952.
Harris, Grace 10084, 11371.
Hart, Beatrice Ostern 10392.
Haspiel, George S 20589.
Haycock, G Sibley 20462.
Hayes, Dorothy M 11891.
Hess, D Wilson 21417.
Hogan, Sister James Lorene 22709.
Kohl, Herbert R 20579.
Krug, Richard F 23466.
Lederer, Joseph 10646.
Leitman, Allan 11188.
Levine, Edna Simon 20315.
Lloyd, Glenn T, Ed 20049.
Lowell, Edgar L 11519.
Lunin, Lois F, Ed 20878.
Luterman, David M 10928, 22738.
McConnell, Freeman 22722.
McConnell, Freeman, Ed 10578.
McIntyre, Keren Hamburger 22872.
Mulholland, Ann M 11251.
Myklebust, Helmer R 22470.
Neill, Veronica 23018.
Newby, Hayes A 21008.
Oyer, Herbert J 10418.
Pickett, J M, Ed 11272.
Quill, Leonora A 10023.
Rainer, John D, Ed 20840.
Ross, Mark 21699.
Sayre, Joan M 11901.
Stepp, Robert E 10247.
Streng, Alice 22767, 23280.
Stuckless, E Ross 22878.
Wagner, Rudolph F 21037.
Watson, T J 11919.
Watts, W J 22806.
Withrow, Frank B And Others 11160, 11861-11862.


# SUBJECT INDEX


Ability Identification 11069.
Abstracts 20194, 20878.
Academic Achievement 21417, 22738.
Acoustics 10948, 11919.
Adjustment (To Environment) 10084, 10418, 10608, 11160, 20049, 20840.
Administration 11251, 11330, 21473, 22187, 22869, 23280.
Admission Criteria 11251.
Adolescents 10392, 10451, 11861-11862.
Adult Education 21984.
Adults 10171, 10451.
Advisory Committee On The Education Of The Deaf 10451.
Agriculture 22780.
American Annals Of The Deaf 10079.
Annotated Bibliographies 20878, 22752.
Aphasia 10079.
Aptitude Tests 21417.
Architectural Programing 10948.
Art 10079, 22780.
Articulation (Speech) 20194, 20462.
Attention Span 20194.
Attitudes 20179, 21115.
Audiology 10079, 10538, 21008, 21753, 22197, 22806.
Audiometric Tests 10171, 21008.
Audiovisual Aids 11330, 11996, 20185, 20943, 22187, 22806.
Audiovisual Centers 10496.
Audiovisual Instruction 10608, 10948, 11116, 11330.
Audition (Physiology) 10397, 10578, 20315, 21008.
Auditory Perception 10247, 10418, 10537, 11272.
Auditory Tests 10128, 10574, 11069, 11272, 11919, 20315, 20351, 21008, 21473, 21753, 22139, 22722, 22793, 22869, 22872.
Auditory Training 10079, 10084, 10128, 10171, 10418, 10608, 11069, 11371, 11891, 11919, 20185, 21008, 21037, 21472, 21753, 22139, 22722, 22806, 22872.
Aural Learning 10247.
Aural Stimuli 10128, 23156.
Aurally Handicapped 10023, 10079, 10084, 10128, 10171, 10247, 10275, 10392, 10397, 10418, 10451, 10496, 10537-10538, 10578, 10608, 10646, 10928, 10948, 11069, 11071, 11116, 11160, 11188, 11251, 11272, 11330, 11371, 11519, 11861-11862, 11891, 11901, 11919, 11952, 11996, 20049, 20179, 20185, 20194, 20303, 20315, 20351, 20462, 20579, 20589, 20840, 20878, 20943, 21004, 21008, 21037, 21115, 21309, 21417, 21455, 21466, 21472-21473, 21699, 21753, 21984, 22025, 22139, 22187, 22197, 22362, 22470, 22673, 22709, 22722, 22738, 22752-22753, 22767, 22780, 22793, 22806, 22841, 22869, 22872, 22874, 22878, 23018, 23156, 23280, 23357, 23466.
Automation 11272.
Beginning Reading 10392.
Behavior 11160.
Behavior Change 10928.
Behavior Problems 20840.
Bibliographies 10079, 20878, 22753, 22872.
Biology 11160, 11188.
Boone Infant Speech And Language Development Scale 11519.
Broadcast Reception Equipment 20943.
Business 22780.
Campuses 11116.
Captioned Films For The Deaf Program 22780.
Case Records 20315.
Case Studies (Education) 20840.
Caseworkers 22362.
Child Development 11069, 11071, 11160, 22025.
Child Rearing 10171, 22470.
Childhood 21753, 22025.
Childhood Needs 22470.
Citizenship 22780.
Clarke School For The Deaf 10275.
Classroom Arrangement 10948.
Classroom Furniture 10948.
Classrooms 11116.
Clinical Diagnosis 10578, 11069, 11251, 20049, 22139.
Closed Circuit Television 11116, 20943.
Colleges 10451, 22197.
College Students 22878.
Colorado 21753.
Communication Problems 11071, 20315, 22197.
Communication Skills 20303, 21417, 22139, 22362, 22470, 22709, 22872.
Communication (Thought Transfer) 10646, 20179, 20303, 20351, 20579, 20589.
Community 10084.
Community Programs 11251, 20049.
Comparative Education 20179.
Computer Science Education 10608.
Concept Formation 20579.
Conference Reports 10578, 11272, 20194, 21115, 21309, 22197, 22793.
Consumer Education 11861.
Construction Programs 11069.
Cooperative Planning 11251.
Counseling 20049, 20840, 21473, 22139, 22362, 22780.
Counseling Instructional Programs 10928.
Cued Speech 20303.
Curriculum 10023, 10275, 10537, 11160, 11188, 11861-11862.
Curriculum Development 22197.
Curriculum Evaluation 10418.
Curriculum Guides 10023, 10275, 11160, 11861, 22709, 22872.
Dating (Social) 11861.
Day Schools 10079, 11251.
Deaf 10023, 10079, 10084, 10128, 10171, 10247, 10275, 10392, 10397, 10451, 10496, 10537-10538, 10608, 10646, 10928, 10948, 11071, 11116, 11160, 11188, 11272, 11371, 11519, 11861-11862, 11891, 11919, 20049, 20351, 20579, 20589, 21455, 22139, 22187, 22709, 22722, 22767, 22780, 22872, 23018.
Deaf Blind 10079.
Demography 11251.
Depository Libraries 22780.
Design Needs 10948.
Diagnostic Tests 20315, 20351.
Dictionaries 20878.
Directories 20878, 22780.
Discrimination Learning 10608.
District Of Columbia 10079.
Economics 22780.
Educational Background 20579, 22139.

Educational Diagnosis 10578.
Educational Equipment 11330.
Educational Facilities 10948, 11116.
Educational Methods 20579, 22139, 22841, 23018, 23156, 23466.
Educational Needs 10451, 10578, 11071, 11251, 20579, 22878, 23280.
Educational Objectives 21455.
Educational Planning 10948, 11116, 21753, 22841.
Educational Programs 10451, 10578, 21473, 22025, 22139, 22872, 23280.
Educational Technology 22187.
Educational Television 10608, 11116, 11996, 20943, 21455.
Educational Trends 21115, 21309.
Electromechanical Aids 11272.
Electronic Equipment 21455, 21699.
Elementary Education 10275, 10451, 11160, 20589, 23357.
Emotional Adjustment 11861.
Emotional Problems 11071, 20049.
Emotionally Disturbed 20840.
Employer Attitudes 22673.
Employment 11861, 22673.
Employment Level 20579.
Employment Opportunities 20049, 21115, 22673.
Employment Potential 22673.
Environmental Influences 10948, 20194, 20840.
Equipment 10418, 11116, 22187.
Equipment Evaluation 11996.
Equipment Utilization 21455.
Etiology 10171, 10578, 11071, 21473.
Evaluation Methods 20315, 23156.
Exceptional Child Education 10023, 10079, 10084, 10171, 10247, 10275, 10392, 10397, 10418, 10451, 10496, 10537-10538, 10608, 10948, 11071, 11116, 11160, 11188, 11251, 11330, 11371, 11861-11862, 11891, 11901, 11919, 11952, 20179, 20194, 20303, 20351, 20462, 20589, 21004, 21037, 21115, 21309, 21455, 21466, 21472-21473, 21699, 21753, 21984, 22025, 22139, 22187, 22709, 22767, 22841, 22869, 22872, 22878, 23018, 23156, 23280, 23357, 23466.
Exceptional Child Research 10128, 10646, 10928, 11069, 11272, 11519, 20185, 20579, 22722, 22738.
Exceptional Child Services 11996, 20049, 20315, 20840, 20878, 20943, 21008, 21417, 22362, 22752-22753, 22780, 22793, 22806, 22874.
Experience Charts 22767.
Facilities 10948.
Family Life Education 10171, 11160, 11861-11862.
Family School Relationship 10537.
Family (Sociological Unit) 11861, 20049, 20840.
Films 10247, 10608, 20878, 22187, 22752, 22780.
Filmstrips 20185.
Financial Support 11071, 11116.
Finger Spelling 10646, 20179, 21984, 22139, 22752.
Followup Studies 10646.
Gallaudet College 10451.
Games 11891, 21037.
Genetics 20049.
Geography 22780.
Glossaries 20878.
Graphic Arts 21309.
Great Britain 20179.
Group Discussion 10928.
Group Therapy 20840.
Growth Patterns 11160.
Guidelines 20878.
Hard Of Hearing 10079, 10397, 10418, 10537, 11272, 11371, 11919, 20589, 22872, 22874.
Health 22780.
Hearing Aids 10079, 10128, 10171, 10247, 10397, 11069, 11272, 11371, 11891, 11919, 21008, 21473, 21699, 22722, 22872, 22874.
Hearing Clinics 21753.
Hearing Conservation 21008.
Hearing Education Through Auditory Research Foundation 10128.
Hearing Impaired -- Use Aurally Handicapped.
Hearing Loss 11272, 22722.
Hearing Therapy 10928, 20315, 21004, 22806, 22869.
Heredity 11862.
Historical Reviews 20351, 21984, 22806, 22841.
History 22780.
Home Economics 21309, 22780.
Home Instruction 10538, 11069, 20589, 21472.
Hygiene 11160, 11861.
Identification 11069, 11251, 11371, 11901, 20351, 21473, 21753, 22025, 23280.
Immaturity 20579.
Incidence 11251.
Independent Study 11188.
Indexing 20878.
Individual Characteristics 10538, 20179.
Individualized Instruction 10418.
Industrial Arts 21309, 22780.
Industry 22673.
Infancy 10128, 10538, 10578, 11069, 11371, 22722, 22738.
Information Utilization 11330.
Innovation 20185.
Inservice Teacher Education 11330, 22187.
Institutionalized (Persons) 20840.
Instructional Materials 10079, 10247, 10392, 10418, 10496, 10608, 11188, 20185, 21037, 22752, 23357.
Instructional Materials Centers 10496, 11330, 22187. Instructional Media 10247, 10984, 11116, 11330, 21699, 22872.
Intellectual Development 10578, 11069, 11862.
Intelligence Tests 10171, 21417.
Intermediate Grades 11188.
International Programs 21984.
Jena Method 21004.
John Tracy Clinic 11519.
Language Ability 10023, 10079, 10084, 10397, 10538, 10646, 11952, 20303, 20579.
Language Arts 10247, 11952, 22709, 22767, 22780.
Language Development 10023, 10084, 10171, 10418, 10537-10538, 10646, 10928, 11371, 11519, 11919, 20049, 20179, 20303, 20351, 20462, 21472-21473, 22139, 22709, 22722, 22738, 22869, 22872, 23156, 23357.
Language Handicapped 11071, 20878, 21472, 22869.
Language Handicaps 10023, 10646, 22025.
Language Instruction 10023, 10084, 10171, 10608, 11519, 11952, 20351, 20579, 23156, 23357, 23466.
Language Research 20579.
Learning 10578.
Learning Activities 10084, 10171, 10392, 11160, 21037, 22709.
Learning Theories 10608.
Legislation 11071, 22780.
Lesson Plans 10084, 11160, 11861-11862, 20589, 21004, 22767.
Lexical Listening 22806.
Lexington School For The Deaf 10392.
Libraries 10496, 22187.
Library Reference Services 11330.
Library Services 10496, 22780.
Lighting 10948.
Linguistics 23156.
Lipreading 10079, 10084, 10171, 10397, 10418, 10608, 11272, 11891, 20179, 20185, 20303, 20351, 20589, 21004, 21984, 22139.
Listening 10418, 11891.
Literature Reviews 20878, 22780.
Loop Induction Systems 21699.
Manual Communication 10079, 20049, 20179, 20303, 20351, 20579, 22139, 22753.
Marriage 11861.
Material Development 22187.
Mathematics 10079, 22780, 23018.
Media Specialists 22187.
Media Technology 10247, 10608, 11116, 11330, 21455.
Medical Evaluation 10578.
Medical Research 10578.
Medical Treatment 10578, 11071.
Memory 21472.
Mental Health 11071, 11862, 20049, 22793.
Models 11116.
Motivation 21472.
Multimedia Instruction 10948, 22187, 23357.
Multiply Handicapped 10079, 10418, 11071, 11996, 21473, 22872.
Music 10079.
National Programs 11116.
Nursery Schools 10084, 22738.
Occupational Information 11996.
Oklahoma 22869.
Oral Communication 10646, 11371, 11952, 20049, 20179, 20303, 20351, 21984.
Organizations (Groups) 20049, 21984.
Overhead Projectors 10247, 11996, 20185.
Parent Attitudes 10928, 11519, 20179, 22470, 22722, 22738.
Parent Child Relationship 10084, 22470.
Parent Counseling 10397, 11069, 20840, 22841.
Parent Education 10084, 10928, 11371, 11519, 21455, 22470, 22722, 22738, 22872.
Parent Role 10084, 10397, 10538, 10928, 11371, 11891, 21472-21473, 22722, 22738.
Parent School Relationship 10171.
Parent Teacher Conferences 10171.
Parents 10079.
Pathology 10171, 10578.
Peer Groups 11862.
Perceptual Development 21004.
Perceptual Motor Learning 22025.
Periodicals 20878.
Personal Adjustment 11861, 11996.
Personality 11862.
Personality Assessment 21417.
Personnel 10496, 11116.
Personnel Evaluation 22197.

Phonics 21037.
Physical Development 11862.
Physical Education 22780.
Physical Environment 23357.
Physical Health 11862.
Pregnancy 11861.
Preschool Children 10079, 10084, 10128, 10392, 10538, 10928, 11251, 11371, 11519, 20194, 21699, 22025, 22709.
Preschool Education 10392, 10451, 11188, 11952, 21473, 22722, 22738, 22841.
Prevocational Education 11861, 21115, 21309.
Primary Grades 11160, 11188, 20194.
Problem Solving 10608.
Professional Education 10496, 10537, 22197.
Professional Occupations 21008, 22197.
Professional Personnel 22872.
Program Descriptions 21004, 21466, 23280, 23466.
Program Development 21115, 22187.
Program Evaluation 11519, 20185, 21466, 22878.
Program Guides 10023, 23018.
Program Planning 11071, 20194, 20943, 22187, 23280.
Programed Instruction 10608, 11272, 11996, 21455, 21466.
Projection Equipment 11996.
Psychiatric Services 20840, 22362.
Psychiatry 20840, 22793.
Psychoacoustics 20315.
Psychological Evaluation 20315, 20840, 21417, 21473, 22139.
Psychological Needs 11071, 22841.
Psychological Tests 10537, 20315.
Psychology 10079, 22780.
Psychotherapy 20315, 20840.
Public Affairs Education 21455.
Public Law 85-905 22780.
Rating Scales 11519.
Readiness (Mental) 10397.
Reading 10079, 10171, 10392, 10608, 20185, 21037, 22767.
Reading Comprehension 22767.
Reading Materials 10392, 22767.
Reading Readiness 10084.
Reading Skills 22767.
Records (Forms) 10084, 10171, 22869.
Recreational Programs 20185.
Regional Programs 10171, 11116.
Regular Class Placement 10171, 21473, 22878.
Rehabilitation 10538, 20315.
Rehabilitation Centers 11996.
Rehabilitation Programs 21008.
Religious Education 10079, 22780, 22793.
Remedial Programs 22025.
Research Needs 11071, 20579.
Research Projects 10538.
Research Reviews (Publications) 20878.
Residential Schools 20840, 21753.
Retarded Speech Development 21472.
Safety Education 22780.
Scheduling 20185.
Schizophrenia 20840.
School Districts 11251.
School Services 22793.
Sciences 10079, 11188, 22780.
Scientific Concepts 11188.
Screening Tests 11069, 21008.
Secondary Education 10451, 1188, 11861 - 11862.
Secondary School Students 22878.
Self Care Skills 22470.
Self Concept 22139, 23357.
Sensory Aids 11272.
Sensory Experience 10084.
Sentence Structure 23466.
Sex Education 11160, 11861-11862.
Sign Language 10646, 20179, 20579, 21084, 22752.
Social Adjustment 10171, 10537, 11160, 11861, 11862.
Social Development 1160, 11861 - 11862.
Social Problems 22841.
Social Relations 23357.
Social Studies 10079, 22780.
Social Work 22362, 22793.
Sociology 22780.
Special Classes 11251, 22139, 22793.
Special Schools 10496, 20943, 21984.
Speech Clinics 11519.
Speech Evaluation 10397, 22139, 22869.
Speech Handicapped 10275, 11071, 11272, 11901, 20194, 20462, 20878, 21037, 21472, 22197, 22869.
Speech Improvement 10079, 10397, 10418, 10537-10538, 11272, 20351, 20462.
Speech Pathology 10397, 11272, 22197.
Speech Skills 20462.
Speech Tests 20351, 21008.
Speech Therapists 20194, 22197. Speech Therapy 10023, 10084, 10171, 10397, 10418, 10928, 11272, 11891, 11901, 20179, 20185, 20303, 20351, 20462, 21004, 21037, 21472, 22869.
Staff Orientation 10928.
Standards 10537, 22197.
State Legislation 11251.
State Programs 11251, 20840, 21753, 22869.
Structural Analysis 10023, 23466.
Student Evaluation 11862, 22872.
Student Participation 21004.
Stuttering 20194.
Summer Programs 20185, 21466.
Summer Schools 20185.
Supervisors 11251.
Syntax 23156, 23466.
Systems Analysis 10247, 11116.
Teacher Attitudes 20179, 21466.
Teacher Characteristics 10537.
Teacher Education 10079, 10451, 10537, 21455, 21466, 21473, 22872.
Teacher Evaluation 21466.
Teacher Qualifications 10537, 21115.
Teacher Role 21753, 21984.
Teacher Supervision 11251, 22872.
Teachers 21984.
Teaching Guides 10084, 10392, 10397, 21037.
Teaching Methods 10128, 10171, 10247, 10392, 10538, 10608, 10646, 11188, 11371, 11519, 11891, 11901, 11919, 11952, 20179, 20185, 20194, 20589, 21472-21473, 21984, 22709, 22767.
Televised Instruction 20943.
Testing 11069, 11919, 20589.
Testing Problems 21008.
Textbooks 20878.
Tracy Correspondence Course 10928.
Tutoring 10928, 11519.
Undergraduate Study 22197.
Unit Plan 20185.
Units Of Study Subject Fields 23357.
Verbal Communication 11952.
Verbal Learning 10397.
Video Tape Recordings 20943, 21455.
Visible Speech 11272.
Visual Learning 10247, 10578.
Visual Stimuli 11891.
Visualization 21472.
Vocabulary 20194.
Vocabulary Development 11952, 22767.
Vocational Adjustment 11861, 20840, 22673.
Vocational Counseling 11996, 20049, 21115, 21309, 22139.
Vocational Education 10079, 11996, 21115, 21473, 22139, 22673.
Vocational Rehabilitation 10079, 11996, 20049, 21473, 22793, 22872.
Voice Disorders 20462.
Volta Review 10079.
Workshop For Improving Instruction Of The Deaf 21115, 21309.
World Federation Of The Deaf 10538.
Writing Skills 11952.
Young Adults 21417.